Running head: PREPARING FUTURE LEADERS

Executive Development

Preparing Future Leaders:

Introducing a Competency Assessment Tool

for the

South Milwaukee Fire Department

Joseph G. Knitter

South Milwaukee Fire Department, South Milwaukee, Wisconsin

July 2007

CERTIFICATION STATEMENT

I hereby certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

Signed: _____

Abstract

The problem was that aspiring and promoted officers of the South Milwaukee Fire Department had no means to gauge their personal competencies thus exposing them to the risk of poor decision making which placed the public, their subordinates, and themselves in potential danger. Through action research, questions regarding fire service standards, laws, and acceptable practices concerning company officer competencies, competency assessment in disciplines outside of the fire service, and expectations and preparatory levels of South Milwaukee Fire Department officers were answered in an effort to confirm the need for and spur the development of a competency assessment tool consisting of specific performance requirements designed to aid these officers in knowing the competencies required to be most effective in their roles.

Table of Contents

Appendices

Preparing Future Leaders: Introducing a Competency Assessment Tool for the

South Milwaukee Fire Department

Introduction

The success of a fire department lies in the knowledge, skills and abilities of its most

valuable asset, its personnel. This is especially true of its company officers. Compton (2006),

feels that competent fire officers are important to the success of the fire department and their role

is of great importance to the organization. Simply put, Compton states, "they are very important

people" (2006, p.50). Realizing this importance, a fire department's obligation then is to provide

those personnel not only with the knowledge, skills and abilities to do their jobs, but with the

tools necessary to be able to assess their own personal levels of competence as they strive

towards their goals of providing excellence in public service. The English adaptation of a

Socratic quote states that "the wisest man is one who knows what he knows not" (Spooky, 2001,

Heading, ¶1). This statement could not be more accurate for the current and future leaders of

today's fire service.

The problem is that the aspiring and recently promoted first level officers of the South

Milwaukee Fire Department are not being provided with a means to gauge their own personal

levels of competency in relation to department-specific criteria and the expectations of

supervisory personnel thus exposing them to the risk of poor decision making which places the

public, their subordinates, and themselves in potential danger. According to Smoke (2005), as

advancement occurs, the department and the citizens of the community benefit from having

knowledgeable, productive, and effective members that know where they stand, what their

abilities are and are confident in their knowledge of both.

If this problem is not addressed in the very near future, the problem will perpetuate

within the South Milwaukee Fire Department and result in an under-prepared staff of company

officers. This will be especially problematic when veteran officers begin to retire from the department leaving the lesser experienced officers as the core of the department command staff.

The purpose of this research is to identify the components of and introduce a department-specific competency assessment tool for members of the South Milwaukee Fire Department to use to become better prepared and reduce the risk of poor decision making. Although the South Milwaukee Fire Department has established both a set of minimum requirements to participate in the fire lieutenant's promotional process (Appendix A) and a job description for the fire lieutenant's position (Appendix B), they are both generic in nature and provide no measurable department-specific competencies for employees to gauge their levels of preparedness or effectiveness. Simply because a person meets the qualifications required to participate in the promotional process doesn't mean they are prepared to assume the additional responsibilities.

The following questions will be utilized in an action research methodology to examine this existing problem in the South Milwaukee Fire Department: (a) What fire service standards, laws, and acceptable practices are currently available detailing company officer competencies? (b) What do other fire departments with similar rank structures to the South Milwaukee Fire Department utilize to prepare and evaluate their aspiring officers for the transition to the new position? (c) What other occupational disciplines provide competency assessment programs for their members and what are those programs? (d) What expectations do the fire captains of the South Milwaukee Fire Department have of the fire lieutenants? and (e) How well do current company officers of the South Milwaukee Fire Department feel they were prepared for the transition to their first-level promotion?

Background and Significance

The South Milwaukee Fire Department (SMFD) is considered a combination department (WI DOC Web page, 2007, ¶4) in that it has 26 full-time staff members, including the Fire Chief,

and relies upon 12 paid-on-call firefighters to complement daily on-duty staffing levels that range from a maximum of 8 to a minimum of 6. Duty shifts are separated into three platoons comprised of a fire captain, a fire lieutenant and either six or seven firefighters, depending on the shift. Recent budget cuts have resulted in the reduction in staffing on two of the three platoons. Platoons work a 24-hour day, averaging a 56-hour work week following a one-day on, one-day off, one-day on, one-day off, one-day on, four-day off rotation that is often referred to as the California Schedule. All personnel are cross-trained at either the emergency medical technician or paramedic level of emergency medical licensure.

Operating out of one fire station, the SMFD protects approximately 21,256 residents (U.S. Census Bureau, 2000) in a primary response area of nearly 4.8 square miles. In addition, the SMFD responds as part of an automatic mutual aid program for major incidents such as structure fires to three surrounding communities (Cudahy, Oak Creek and St. Francis) which increases its response area to approximately 42 square miles and 72,000 residents.

In October, 2006, Milwaukee County became a division of the Mutual Aid Box Alarm System (MABAS) which was adopted by the State of Wisconsin as the official state-sanctioned mutual aid response system. MABAS is a mutual aid organization comprised of over 550 member fire departments that has been in existence since the late 1960's and is heavily rooted throughout Northern Illinois, Southern Wisconsin, and the bordering communities from Iowa, Indiana, and Missouri (MABAS Web page, ¶1). In the event of a serious large-scale emergency, the MABAS virtually expands the SMFD's response area to include anywhere in Southern Wisconsin and Northern Illinois.

Since it's inception in 1893, the SMFD has evolved into an all-hazard department providing an extensive array of services including advanced and basic life support emergency medical services transport, fire suppression, specialized rescue response including open water,

low-angle and confined space, fire inspection duties, fire prevention activities and hazardous

materials response. In 2006, the SMFD responded to 2,721 requests for service with over 87% of

them being emergency medical responses (Annual Report, 2006, p. 11).

The fire service of today is fast becoming the all-hazard cure-all for any challenge that

faces the American public. From new incident response concerns of weapons of mass destruction

and chemical and biological exposures to the traditional incidents involving sick and injured

civilians or fire emergencies, firefighters and fire officers alike are being called upon to train and

retain more information now than ever before. Add to this the human resources aspect of

leadership and the ability to lead becomes more complex with concerns about the Fair Labor

Standards Act, the Family Medical Leave Act, and diversity and harassment issues just to name a

few.

Buckman (2005) makes it clear when he states that good leaders spend time learning

human behavior because people skills are critical to leading. This confirms the importance of

adding the dimension of training in human resource skills in addition to the knowledge of the

tactile, hands-on aspect of the fire service. Sargent (2005) reaffirms this when he says that the

credibility of an officer is largely based on a person's actions involving all the administrative and

human resource tasks, planning, and other duties that are required of the position.

Within the past two years, the SMFD has had two opportunities to promote candidates to

the lieutenant's rank, only to discover that these candidates were not fully prepared for their new

positions. In one case, a candidate declined the initial offer for promotion, contingent on being

offered a subsequent opening, because he felt he was not adequately prepared for the promotion

and desired the extra time to try and gain the knowledge and resultant confidence he would need

to become a competent fire officer. Although he personally did not feel comfortable with his

level of preparedness, he did compete in a promotional testing process and finished as the

number one candidate.

In yet another occurrence, a newly promoted fire lieutenant was placed in his position and in charge of a shift his very first day. Only after experiencing what it was like to be *in charge* did he realize that his level of preparation was not sufficient for the responsibilities he had inherited by accepting the promotion. This ill-preparedness results in an increased risk of poor decision making that potentially threatens human life. "In emergency operations, it is unacceptable to not do a job right the first time . . . because it results in the potential for increased property loss or more deaths and injuries" (Smeby, 2006, p. 107). After all, the mission of the fire service since it's foundation in the early 1700's has been to save lives and preserve property and if the ability to accomplish this mission is stymied by poor preparation, the fire service is destined to fail in its service to the public.

Similar to the previous case, the above-mentioned candidate performed well during the promotional process only to find out that he had little knowledge of the competencies that were necessary to be a first-level officer. What this shows is that, even though these candidates may be the most qualified and highest ranking throughout the process, their levels of preparation are not adequate for confident, competent performance. According to Smoke (2005), company officers are expected to walk into the new job, know all the answers, and be ready to go to work. However, according to Crane (2005), "giving an employee responsibility without instruction is an unfair burden and a risky proposition" (p. 89). It is the joint responsibility then of both the future company officer and the promoting agency to recognize the importance of the position and the critical responsibilities associated with performing the duties of that position and to assure that each is understood.

By virtue of its size, the SMFD encounters the need for promotional opportunities infrequently and sporadically. Unlike some departments that schedule their promotional exams

on a regular basis, the SMFD only conducts them when the need arises. When this occurs,

candidates are given a relatively short time frame to prepare for the testing process. The SMFD

does not have an officer development program and relies on the personal development of each

candidate and the department's training to prepare aspiring officer candidates for the additional

responsibilities.

Waite (2006) feels that organizations without a professional development program often

allow a newly promoted officer to succeed or fail through trial and error which can be

detrimental to the organization. Unfortunately, assumptions are made to the competency levels of

SMFD personnel since there are no established competencies to measure them against.

According to Crane (2005), supervisors may simply assume that their expectations are

understood. Smoke (2005) goes further by stating that in order to help members prepare for

advancement, and more importantly to prepare them to capably serve in the new position after

advancement, new skills, knowledge, and abilities must be mastered before the person becomes

eligible for promotion.

To confirm the importance of training, Martinette (2005) declares that progressive leaders

understand the important link between organizational success and how well their employees are

aligned with the work that needs to be done. In the fire service, getting the work done safely,

effectively and efficiently means that, in addition to being well-equipped, one must be well-

prepared. Being well-prepared comes directly from being well-trained. Crane (2005)

acknowledges that providing strong direction and guidance in the beginning usually leads to

confident performers in the end. Sargent (2005) adds that ongoing training keeps a person from

misidentifying the true problem and choosing the wrong course of action.

According to Smeby (2006), leadership is observed when a company officer leads his or

her company in successfully and safely conducting emergency operations. Unfortunately, we

often take personnel who are inexperienced and place them in one of the most challenging positions in the fire service (Smoke, 2005). As the trend of reduced emergency responses continues and the resultant reduction in actual experience is realized, fire service personnel must rely on their training to guide them in making proper decisions. One very important aspect of this training is the knowledge of the required competencies for each level of responsibility in the organization. Subordinates cannot be expected to take on responsibilities and duties for which they have not been fully prepared (Crane, 2005). However, it is not only the younger, less senior employees who are in need of this training since, according to Crane (2005), even long term employees may not have been exposed to all areas of a department or may not have had involvement in all aspects of the service.

When we think of the fire officer's role in an organization, we usually think of his/her duties in leading subordinate personnel at incident scenes. However, a large part of the officer's time has to be spent managing personnel, resources, and programs (Ward, 2006). These responsibilities are often required away from the incident scene while back at the fire station. According to Baldridge (2002), an organization's success depends increasingly on the knowledge, skills, creativity, and motivation of its employees and therefore the organization must share its knowledge so its employees can better serve the customers and contribute to achieving their strategic objectives. Johnson (2004) asks us to consider the number of people we know who were promoted because they were good fireground officers but who had no formal preparation in management and leadership skills. According to the Assessment Specialists Website, "when selecting people for promotion, otherwise excellent employees have too often been miscast into roles they could not perform satisfactorily" (2007, ¶9). Of course, in the fire service, this miscasting of roles could be potentially dangerous.

It is unfortunate, but regardless of the promotional system in place, many of the newly promoted officers are not fully prepared for the new duties they face (Smoke, 2005). As stated by Nahavandi (2006), leaders cannot achieve their full potential unless they know who they are and where they are going. Obviously, knowing and understanding the competencies required of a certain position becomes a vital part of the aspiring officer's career development plan.

By applying the findings of this applied research to develop a competency assessment tool for the SMFD, the course goal of the National Fire Academy's *Executive Development* course of affecting change within the current and future leadership of the department will be met (ED-Student Manual, 2006, p.SM 0-3). Furthermore, this applied research project will address an issue that is at the forefront of the operations of the SMFD and will be completed in line with the United States Fire Administration's (USFA) 5-year operational objective of responding appropriately and in a timely manner to this emergent issue (USFA Web page, 2007). As stated earlier, if this problem is not addressed in the very near future, the problem will perpetuate within the SMFD and result in an under-prepared staff of company officers.

<div align="center">Literature Review</div>

This component of the research project began with the determination that the following research questions would be answered best through a literature review: What fire service standards, laws and acceptable practices are currently available detailing Company Officer competencies? and, What other occupational disciplines provide competency assessment programs for their members and what are those programs?

The National Fire Protection Association (NFPA), considered the world's leading advocate of fire prevention and an authoritative source on public safety (NFPA Web page, ¶2), has developed *NFPA 1021*, the *Standard for Fire Officer Professional Qualifications*. According to the NFPA (2003), the intent of the technical committee tasked with creating this document

was to develop clear and concise job performance requirements that would be useful in

determining if an individual, when measured to the standard, possessed the skills and knowledge

to perform as a fire officer. From the literature, it is evident that professional competencies could

be formulated from these job performance requirements. To further validate the usefulness of the

document, the NFPA (2003) states that these professional qualification standards would be

useful to both the employee and the employer in developing a plan for the individual's growth

within the organization.

Since the NFPA has developed *NFPA 1021* as a nationally accepted consensus standard

that can be adopted by any fire department across the country, it contains no department-specific

criteria that would assist an aspiring fire officer in preparing for promotion within his/her

individual department. In addition, there are no provisions for incumbent fire officers to gauge

their own level of personal competence. The State of Wisconsin has officially adopted *NFPA*

1021 in the Department of Commerce, *COMM 30 standard*, *Fire Department Health and Safety*

(WI DOC, 2002). Through adoption in *COMM 30, NFPA 1021* becomes more than a nationally

accepted consensus standard in that it becomes a legally enforceable element of law.

COMM 30 also requires that newly promoted fire officers be given the opportunity to

take a basic officer training program within 12 months of appointment. This officer training

program must meet the minimum requirements specified by: (a) The Wisconsin Technical

College System Board (WTCSB), (b) An approved state apprenticeship program, (c) An in–

house training program approved by the WTCSB, or (d) *NFPA 1021* (*COMM 30,* p.4).

The officer training program approved by the WTCSB is based on the curriculum

developed by the Maryland Fire and Rescue Institute (MFRI). One important element of this

curriculum is known as the Preceptorship Experience (Appendix C), a mandatory eight-hour

requirement that is designed to familiarize the fire officer with first-hand involvement in several

aspects of the role of the fire officer including communications, pre-planning, incident

management systems, and tactical decision-making (MFRI, 1999, p. xxxi). The importance of

proper preparation for these aspiring leaders must be emphasized since their leadership skills are

critically important in that organizations rise and fall on the quality of their leaders (Buckman,

2005).

According to the MFRI curriculum, "It is focused on an individual who is a firefighter

today and by various processes becomes a first-line supervisor tomorrow" (1999, p. xxxi). The

preceptor serves as a recognized expert in the fire service and is chosen by the aspiring fire

officer to assess the candidate in relation to a pre-determined set of criteria specific to the fire

officer's role as defined in the MFRI curriculum. As is the case with *NFPA 1021*, the criteria

used for assessing the individual during the preceptorship experience is quite generic and

provides no department-specific guidance.

The need to explore other occupational disciplines that provide competency assessment

programs for their members in response to question "c" stems from a desire to compare what is

happening outside of the fire service to what has been developed specifically for the fire service.

The review revealed that the most prevalent of those occupations are the medical field, especially

nursing, the armed forces, especially the Army, and the accounting field, namely certified public

accountants. Lesser prevalent is the human resource field where competency assessing is

becoming more commonplace, but is not yet as well established as in the aforementioned

occupations.

According to Whelan (2006), the health care industry is facing changes that are creating

challenges for leaders in acute-care organizations. One of the greatest challenges being faced is

ensuring a competent nursing staff to adapt to the greater demands that are being placed on it due

to more acutely ill patients who are subjected to shorter hospital stays. Concerns about patient

safety, geographic variations in patient care, and poor customer service for patients have led the medical profession's attempts to regulate itself (Leach, 2002).

Competency, as defined by Whelan (2006), is the assessment of the employee's ability to perform the skills and tasks of his or her position as defined in the job description. This definition fits into how the fire service looks at competency, however, the challenge lies in developing a standardized, job-related, competency measurement tool. After all, it is important for leaders of an organization to know that their employees are able to do their jobs (Whelan, 2006). In order for the leaders to know that their employees are competent, a measurable set of competencies is required for the employee to be measured against. "Competencies are just a part of the process of maintaining a high quality workforce" (Whelan, 2006, p.199).

Experienced staff members can, and should, provide valuable insight into developing the competencies that need to be assessed. According to Zigmont (2007), each fire department does not have to reinvent the wheel when it comes to determining competencies as it is always easier to refer back to a consensus standard for determining the competencies rather than creating its own. Smoke (2005) suggests that one way to do this is to enlist the help of respected fire service professionals to define the company officer's job and to define the competency requirements that address the knowledge, skills, and abilities needed to perform that job. To accomplish this, an organization must identify exiting competencies relating to leadership needs as well as to the needs of the department and the community it serves (Johnson, 2004). Many of the competencies seen in the writings of the medical occupations, especially those concerning customer service, could cross over into the fire service.

The nursing field identifies three distinct competency assessment methods: the Performance Based Development System (PBDS), which focuses on critical thinking, interpersonal relations and technical skills; Skills Days, a simple assessment of technical skills;

and Competency-Based Orientation (CBO), whose three essential components are competency statements, critical behaviors, and learning options. According to Whelan (2006), competency statements are the set of performance outcomes that an employee is expected to demonstrate.

Of the three methods in use, the PBDS and CBO Methods appear to be the ones most closely matched for use by the fire service since they center on critical thinking, interpersonal relations, and technical skills and are based on competency statements from which an individualized development plan could be realized. These competency statements are very similar to the job performance requirements provided in the *NFPA 1021* standard and the competencies listed in the MFRI Preceptorship Experience exercise.

The nursing field is not the only medical discipline that utilizes competency assessments. Physicians are also subjected to competency evaluations as the assessments play an integral role in helping them identify and respond to their own learning needs (Epstein, 2007). According to Epstein & Hundert (2002), good assessment is a form of learning and should provide guidance and support to address continuing education needs. Ideally, the assessment of competence should provide insight into the actual performance of the assessee, as well as his or her capacity to adapt to change, explore new knowledge, and improve overall performance.

It is the goal of the health care industry to improve patient care by continually assessing the competency of those responsible for providing that care. In addition, Epstein & Hundert state that assessments are intended to provide useful feedback about individual strengths and weaknesses in order to guide future learning and to foster habits of self-reflection and self-remediation (2002).

The Management Sciences for Health (MSH) organization has developed a Supervisor Competency Self-Assessment Inventory that is designed to provide supervisors with a tool to assess their own competence and performance as supervisors and use the results to develop a

self-improvement plan. According to the MSH Web page, "the tool is organized according to the major functions that supervisors perform: gaining acceptance, work planning, motivation, performance review, counseling, conflict resolution, and time management" (2006, ¶2). These competencies form the cornerstone of good supervisor performance and would benefit any occupation, including the fire service, if developed properly.

Further review of literature revealed that the military has also developed a strong background in competency assessment. Although all branches of the military have some form of officer training or candidate school, the Army has a long history of assessment, beginning with group testing during World War I and continuing today. In April, 2002, the Army Training and Leader Development Panel (ATLDP) released the results of a survey they conducted with 35,000 noncommissioned officers (Campbell, Heffner & Knapp, 2005). These results showed that there is a need for regular assessment of soldiers' skills.

The Army Research Institute has taken competency assessment to a higher level and provides more guidance to their personnel in how the necessary competencies are developed and brought into their operation. According to Campbell et al. (2005), good assessment leads to good decisions, which leads to an overall increase in organizational performance. Furthermore, a competency-based human resource function may facilitate the alignment of individual performance with organizational success (Catano, V., Day, A., & Newsome, S., 2003).

The purpose in establishing competencies for leaders should be to better define what functions leaders must perform to make themselves and others in their organizations effective. According to Catano et al., (2003), when competencies are tied to the goals and objectives of an organization, all personnel, regardless of their functions, can be aligned to achieve organizational goals. By giving employees a good description of what they need to know to be effective, they

will have a better understanding of not only the requirements of the position, but a better defined path for career development.

Falleson and Horey (n.d.) feel that employees want information about what they are required to do or confirmation of what they think they are supposed to do in their jobs and positions. This information, Falleson and Horey feel, amounts to the competencies that have become the building blocks of leadership selection and development processes (n.d.).

In 2004, the Army introduced an assessment prototype test that was designed to measure basic soldiering performance and knowledge requirements. Although it was labeled as basic measurement, it involved approximately 280 computer-based items (Campbell, et al., 2005). After participating in the assessment, over 70% of the participants felt the test was very effective in assessing their levels of proficiency (Campbell, et al., 2005). Essential to this program was the concept of soldier preparation. According to Campbell, et al., "Soldiers must be given information about what will be expected of them and tools to help them prepare" (2005, p.9).

In addition to this prototype test, the Army has developed a prototype self-assessment system to accompany the soldier during his/her development. This system provides individuals with the means to judge their strengths and weaknesses in preparation for promotion and provides opportunities for learning how to study. This self-assessment system will also provide the individual with the competencies he/she need to achieve the goals of the organization and to prepare for future promotion.

The results of both the assessment and self-assessment prototype tests are used in conjunction with other components of the promotional process as a way to gauge the soldier's readiness for promotion. Campbell et al., further identified the operational concept of the U.S. Army's self-assessment tools used in the Non-Commissioned Officer (NCO) Advancement Program as being used to gauge preparation for promotion and to help soldiers prepare for

testing (2005).

The final occupational discipline with noteworthy work in the area of competency self-assessment is that of the certified public accounting (CPA) field. The American Institute of Certified Public Accountants (AICPA) has established a Web based Competency Self-Assessment Tool (CSAT) that provides current and future CPA's with a basis for self-assessment and career planning. According to the AICPA Web page (2004, ¶2), the self-assessment tool supports learning development and has been designed to assist the CPA in creating a personalized learning and development plan by determining how well his/her overall skills and proficiencies compare to competencies developed by the AICPA.

To use the CSAT, the CPA completes an online self-assessment of personal, leadership, business, and functional competencies. A report is then generated that shows his or her areas of strength and areas needing further development plus specific guidance for improvement such as courses to take or books to read. These results, in addition to the CPA's own improvement plans and those of his/her supervisor, become a valuable career development tool, preparing the assessee for future advancement (AICPA, 2003, ¶4). This system seems to be more comprehensive than those of the other occupations mentioned previously in that it makes actual recommendations of ways to improve.

Although the information gathered through this literature review has been geared towards the effectiveness of competency assessments, there have been some limitations identified, as well. Epstein & Hundert (2002) identified the need for training in the use of the specific self-assessment tool that is chosen and avow that if the assessee does not receive the necessary training on the tool, the validity and accuracy of the self-assessment is questionable since the results are more closely linked to the assessee's self-confidence and self-efficacy rather than the criteria itself. In addition, Davis et al., (2006) concluded that physicians have a limited ability to

self-assess accurately and further question their ability to judge their own performance, calling

for a careful evaluation of the role that self-assessment plays in life-long learning and in patient

care.

We have seen from this literature review that several national and state organizations

have established competencies for first level fire officers. These competencies, however, are

generic in nature and do not provide specific department-related guidance for the aspiring or

newly promoted officer. Also, this literature review has revealed that various occupational

disciplines outside of the fire service utilize some form of competency assessment to provide

their workforces with both a means to evaluate their own personal levels of effectiveness and

preparedness and as a vital component of a career development process which, in many cases,

leads to promotion. In addition, the value and the downfalls of self-assessment and the

limitations experienced by certain occupational disciplines were explored.

Procedures

The procedures enlisted for this applied research project consisted of research questions,

a review of relevant literature, and the completion of three feedback instruments, two internally

to the SMFD and one externally to select fire departments. The internal instruments were

designed to obtain feedback from the current SMFD lieutenants and captains and were returned

by 100% (6 of 6) of the participants. To fulfill the information gathering objective, online

feedback instruments were developed using the services provided by the SurveyMonkey.com

Website. The Website link to the appropriate instrument was then distributed via e-mail to the

selected members or departments and the results obtained from the SurveyMonkey.com Website.

An action research methodology was used to determine the need for, identify the

components of, and introduce a department-specific competency assessment tool for the SMFD.

The following questions were asked: (a) What fire service standards, laws and acceptable

practices are currently available detailing company officer competencies? (b) What do other fire

departments with similar rank structures to the South Milwaukee Fire Department utilize to

prepare and evaluate their aspiring officers for the transition to the new position? (c) What other

occupational disciplines provide competency assessment programs for their members and what

are those programs? (d) What expectations do the fire captains of the South Milwaukee Fire

Department have of the fire lieutenants? and (e) How well do current company officers of the

South Milwaukee Fire Department feel they were prepared for the transition to their first-level

promotion?

A search of the vast collection of materials in the Learning Resource Center (LRC) at the

National Fire Academy in Emmitsburg, Maryland, provided several resources relevant to the

subject matter of fire officer competencies, standards, and acceptable practices (Question "a").

Literature relevant to question (a) was found to be the NFPA *Standard for Fire Officer*

Professional Qualifications (NFPA 1021), the State of Wisconsin Department of Commerce,

*Chapter Comm 30***,** *Fire Department Safety and Health Standards* and from the *Fire Officer I*

curriculum developed by the Maryland Fire and Rescue Institute.

Information relevant to question (c) was found through an extensive Internet search using

the Google search engine utilizing keywords such as; competency assessment, employee

competencies, self-assessment, and job performance requirements. Occupational disciplines

outside of the fire service such as the medical field (nursing), military (U.S. Army), and certified

public accounting were found to use competency assessment extensively. Much of this

information was derived from on-line journals or research papers posted on the respective Web

sites as listed in the references section.

In order to answer questions (b), (d) and (e), three separate feedback instruments were

developed and completed by the appropriate target group. An external feedback instrument and

accompanying cover letter (Appendices D & E) were distributed to the fire chief, other chief fire

officer or training officer of 25 fire departments (Appendix F) with similar rank structures to the

SMFD in an attempt to gather information for question (b). These 25 departments were identified

through personal knowledge of the author and involve fire departments in which the first level

fire officers share similar responsibilities to those of the SMFD fire lieutenants. It is the author's

belief that the feedback instruments were completed honestly and objectively by the persons to

whom the invitations to participate were distributed via electronic mail.

One internal feedback instrument (Appendix G) was distributed to the current lieutenants

of the SMFD for information to support question (e), while a second instrument (Appendix H)

was distributed to the current fire captains for answers to question (d). Both of these internal

instruments were distributed through the SurveyMonkey.com Website service with verbal

confirmation that they were completed by the intended persons. For this reason, it is the author's

belief that they were completed honestly and objectively by the intended recipients.

Personal knowledge has also been shared by the author who is currently the most senior

fire captain with the SMFD. In the rank structure of the SMFD, the fire captain is the direct

supervisor of the fire lieutenant and reports directly to the fire chief with no additional rank

levels between. For this reason, it was felt the best source of information regarding the

expectations of the fire lieutenants would be the fire captains.

<div align="center">Results</div>

In this research, fire questions were asked. Question number one asked, what fire service

standards, laws, and acceptable practices are currently available detailing company officer

competencies? A thorough search of available literature revealed that a national standard existed

whose purpose was to specify the minimum job performance requirements for service as a fire

officer. *NFPA 1021, The Standard for Fire Officer Professional Qualifications, 2003 edition,*

was found to define progressive levels of performance required at the various levels of officer responsibility. Being a national standard, these job performance requirements are written in a generic format to allow adoption by any fire service organization.

A review of the State of Wisconsin, Department of Commerce, *Chapter Comm 30*, *Fire Department Safety and Health Standards,* revealed that fire officers in the State of Wisconsin were required to be offered the opportunity to attend a fire officer certification program that met or exceeded the requirements of the *Fire Officer I* curriculum developed by the Maryland Fire and Rescue Institute (MFRI). It was noted that the requirement was for the opportunity to be offered to attend the program and no requirement existed mandating attendance in the program. The mandate to complete the program would have to be a local department requirement.

The MFRI curriculum was examined and found to include a component known as the Preceptorship Experience. This Preceptorship Experience is a mandatory eight-hour requirement that is designed to familiarize the fire officer with first-hand involvement in several aspects of the role of the fire officer including communications, pre-planning, incident management systems, and tactical decision-making (MFRI, 1999, p. xxxi). Once again, this material is not department specific and involves criteria that are generic to any fire department across the country.

Question number two asked, What do other fire departments with similar rank structures to the South Milwaukee Fire Department utilize to prepare and to evaluate their aspiring officers for the transition to the new position? To answer this question, an external feedback instrument, whose results are listed in Appendix I, was prepared in which respondents were asked several questions, including what program(s) does your department have to prepare aspiring first-level company officers for future promotion? Ninety-two percent (23 of 25) of the external feedback instrument invitees participated in the instrument with the results detailed in Appendix I.

Because this instrument was conducted using a blind study approach in which the author desired

anonymity of the respondents, it was impossible to determine who the parties were that did not

respond. However, although a 100% return rate was desirable, the author was satisfied with a

return rate of over 90%.

The responses from the external instrument indicated that 52.2% of the respondents relied

on on-the-job training to prepare their aspiring officers for promotion while an additional 30.4%

had a formal officer development program and / or mentoring program (26.1%) in place. A

single respondent (4.3%) reported having a self-assessment system in place while yet another

26.1% indicated having no program at all to aid in the development of aspiring officers.

Of those departments that reported having a formal officer development or mentoring

program in place, 58.8% of the respondents reported using specific fire department guidelines as

the criteria for the development of those programs. Other criteria used were *NFPA 1021*,

Standard for Company Officer Professional Qualifications (29.4%) and individual State Fire

Officer 1 curriculum (29.4%). Slightly over 56% of those departments reporting the existence of

a formal program do not require completion of the program prior to eligibility for first-level

company officer promotion.

The external feedback instrument also looked into the educational and certification

requirements for first-level company officer eligibility. Over 56% of the respondents have no

formal educational requirements while nearly 35% require the minimum of an associate's

degree. In addition, 52.2% require certification as a State Fire Officer 1, State Firefighter 2

(47.8%), State Fire Instructor 1 (26.1%) and/or State Fire Inspector 1 (4.3%). Nearly 22% of the

respondents required no formal certification level training.

An overwhelming 87% of the respondents reported having no process in place for

aspiring first-level officers to self-evaluate prior to participating in a promotional process.

However, 100% of the respondents reported that a competency assessment tool would be useful

for these aspiring first-level officers to determine their own personal level of competency prior to

participating in the promotional process.

To answer the third question, What other occupational disciplines provide competency

assessment programs for their members and what are those programs?, a literature review was

conducted. The results of this literature review are revealed earlier in this paper, however, it was

learned from this review that the most prevalent of the occupations outside of the fire service

utilizing competency assessment programs were the medical field, especially nursing, the armed

forces, especially the Army, and the accounting field, namely certified public accountants. Less

prevalent was the human resources field where competency assessing is becoming more

commonplace, but is not yet as well established as in the aforementioned occupations.

The fourth question, What expectations do the fire captains of the South Milwaukee Fire

Department have of the fire lieutenants?, was answered by gathering responses from an internal

feedback instrument distributed to the current fire captains. The results of this feedback

instrument are detailed in Appendix K, however, the most noteworthy were indications that the

fire captains believed it was important for the fire lieutenants to be knowledgeable in 22 of the

31 competencies provided in the feedback instrument. This determination was made by using a

scale ranging from 1.00, Not Important, to 5.00, Very Important.

Of the 22 competencies receiving a designation of 4.00 or above, 6 of them, conducting

incident size-up activities, establishing an incident management system, emergency scene

strategies and tactics, building construction, department policies, and suggested operating

guidelines, unanimously received a score of 5.00, Very Important. Further review of the results

showed that none of the 31 competencies were determined by the captains to be unimportant to

the first-level company officer's responsibilities nor were any deemed to be not applicable.

To answer question number five, How well do current company officers of the South Milwaukee Fire Department feel they were prepared for the transition to their first-level promotion?, the results of both of the internal feedback instruments were reviewed (Appendices J & K). From the results, it was learned that 50% of the current fire officers, both captains and lieutenants, felt they were not well prepared when they originally assumed the role of first-level company officer. These findings corroborate the assertions made about the two recently promoted lieutenants during the introduction section of this paper.

The competencies indicated as being subject to the least amount of preparation for the current SMFD officers were determined to be those that received a rating of 3.00 or below on the 1.00 through 5.00 scale. From the responses of the current captains, it was learned that 7 of the 22 competencies received a score of less than 3.00. For the lieutenants, that number was 17 of the 31. Of particular interest in the lieutenants response was that two of these competencies, building construction and department policies, were listed as being very important by the captains, as well.

The remaining competencies listed by the lieutenants indicate that preparation in the human resource aspects of leadership and management, such as conducting post-incident critiques and analysis, budgeting / finance, employee coaching, the Fair Labor Standards, Family Medical Leave, and Americans with Disabilities Acts, and motivating employees is severely lacking and needs attention.

In addition, 100% of the internal feedback instrument participants indicated that they felt that the SMFD was not providing sufficient information to assist their members in preparing for the duties of the lieutenant's position and that a competency assessment tool would be useful for aspiring first-level officers to determine their own personal level of competency prior to participating in a promotional process. As learned through the literature review, this tool would

also be instrumental in the development of newly promoted officers.

The Competency Assessment Tool (CAT) that has been developed as a result of this research can be found in Appendix L. A close examination of the document will show that it has been constructed using several resources as models for the listed competencies. The framework for its development came from the 31 competencies that made up the feedback instrument questions, as well as from *NFPA 1021*, *Standard for Company Officer Professional Qualifications,* the components of the Preceptorship Experience of the State Fire Officer 1 curriculum, and individual competencies derived from practices, policies and procedures of the SMFD.

The final area of the internal feedback instrument results indicated that 100% of the current SMFD officers felt that an associate's degree and State Fire Instructor 1 should be the minimum requirements for eligibility for first-level company officer promotion while 83% felt that State Fire Instructor 1 should be required. These findings are consistent with the SMFD's current *Fire Lieutenant's Promotional Qualifications* (Appendix A). In addition, 33% felt that State Fire Inspector 1 should be required, as well.

<center>Discussion</center>

The ability of an organization to maintain an effective and efficient workforce is directly related to their potential for success, for it is the personnel that are the most important and valuable asset of any organization. To accomplish this, an organization must identify existing competencies relating to leadership needs as well as to the needs of the department and the community it serves (Johnson, 2004).

The results from the feedback instruments utilized during the research for this paper showed that, although 100% of the respondents felt a competency assessment tool would be useful for aspiring first-level officers to determine their own personal level of competency prior

to participating in a promotional process, only 13% of the respondents actually have such a tool in place. These results clearly indicate that the need for such a tool has been identified, but for unknown reasons, one has yet to be developed.

Campbell et al., identified the operational concept of the U.S. Army's self-assessment tools used in the Non-Commissioned Officer (NCO) Advancement Program as being used to gauge preparation for promotion and to help Soldiers prepare for testing (2005). This is consistent with the intention of the CAT and a need identified in the research findings.

The overwhelming desire for competency assessment revealed in the feedback instrument results is consistent with the findings of the literature review. Although there were several drawbacks identified to competency assessment, the process received positive accolades in all of the literature reviewed. With that being the case, the author can only believe that it would have a very positive outcome if implemented within the SMFD. According to Catano et al., (2003), when competencies are tied to the goals and objectives of an organization, all personnel, regardless of their functions, can be aligned to achieve organizational goals. It is the achievement of these goals that then means the success of the organization.

A CAT could serve several purposes within the SMFD as both a means for a person to assess his/her own personal level of competence and as a way to develop a plan for self-improvement and career advancement. In addition, it could be used as one component of a multi-faceted promotional process. To establish the competencies outlined in the CAT, departments could utilize the CAT that resulted from this research (Appendix L) or use it as a model and adapt it to their local conditions and needs. According to Zigmont, it is always easier to refer back to a consensus standard for determining the competencies rather than creating one's own (2007).

The results of the internal feedback instrument revealed that half of the current officers of

the SMFD feel that they were not adequately prepared for their new responsibilities and that all

of the current SMFD officers feel that the department is not providing sufficient information to

its members for preparation for promotion. According to Smoke (2005), to help members

prepare for advancement, and more importantly to prepare to capably serve in the new position

after advancement, new skills, knowledge, and abilities must be mastered before the person

becomes eligible for promotion. Once again, one goal of the CAT is to provide this much needed

knowledge to the aspiring officers.

Since half of the current SMFD officers feel they were not adequately prepared, it is

obvious that better preparation of aspiring officer candidates must be the goal of the current

administration of the SMFD. Even though several of the current SMFD officers are veteran

department members with over 15 years of service, it is apparent that they were not subject to the

appropriate competencies and therefore, never obtained the necessary knowledge to feel

adequately prepared upon promotion. According to Crane (2005), even long term employees

may not have been exposed to all areas of a department or have had involvement is all aspects of

the service. One of the primary purposes of the CAT, then, is to assure that aspiring officers are

fully prepared to face the responsibilities of the new positions they are pursuing. The importance

of proper preparation for these aspiring leaders must be emphasized since their leadership skills

are critically important in that organizations rise and fall on the quality of their leaders

(Buckman, 2005).

<div align="center">Recommendations</div>

The goal of this project was to research and identify the need for and the components of a

competency assessment tool and then to develop and introduce it to the SMFD. As a result of the

findings of the research, both the need for such an instrument and the competencies it would

include were clearly identified. The resultant CAT, as published in Appendix L, is based on

several different resources, but primarily the recommendations garnered from the results of the

feedback instruments. The other resources that were used in its development were *NFPA 1021*,

Standard for Company Officer Professional Qualifications, the components of the Preceptorship

Experience of the State Fire Officer 1 curriculum, individual competencies derived from

practices, policies and procedures of the SMFD, and finally, personal experiences drawn from

the career of the author.

Overall, the results of the internal feedback instruments were not fully unexpected by the

author, however, the results of the external research were quite unexpected. In fact, the author

admittedly did not realize that the lack of formal officer development or mentoring programs was

so widespread and that the desire for a competency assessment tool was so great. These results

helped confirm the need for the CAT and provided solid justification for the time spent in

developing it.

An interesting and unexpected result of the external feedback instrument that was

distributed was the fact that many of the respondents realized the need for such a tool and

requested to see the CAT once it was developed. A commitment on the part of this author to

share the CAT will mean that it will be shared with many outside departments and may be

utilized as an integral part of officer development processes across the country.

The SMFD would benefit immensely by adopting this CAT as a career development tool

for aspiring officers. In addition, implementing its use in aligning the department training

program around the competencies included in the CAT would provide a more solid foundation in

the development of all personnel. To gain approval of the CAT, it will be introduced to the

current officers and fire chief of the department at a staff meeting with a request for input and

feedback in return. After a review period of several weeks, the goal will be to amend the CAT, if

necessary, to include any feedback provided by the officers or fire chief. After its approval by the

officers and chief, it should be adopted as part of the department's training program and made available to all department members, especially those aspiring to be promoted.

Once the CAT becomes part of the department training program, it could also be used as one component of the promotional process to assess an aspiring officer's readiness for promotion. To keep the CAT current and valid, it should be reviewed on an annual basis to include any updates or modifications to the listed competencies. It should also be evaluated for its effectiveness by soliciting feedback from those department members that have taken advantage of it and from external departments that are using it.

The results of this research have revealed that the introduction of a competency assessment tool to the South Milwaukee Fire Department is highly desired and has the potential to better prepare future leaders of the department which, in turn, will lead to more competent, confident and decisive service to our community.

References

American Institute of Certified Public Accountants, Inc. (2003). *AICPA now offers competency*

    self-assessment tool to help CPAs improve their skills. Retrieved February 22, 2007, from

    http://www.aicpa.org/Media+Center/Press+Releases+and+Other+News/

    Press+Release+Archives/2003+Press+Releases/p030214.htm

American Institute of Certified Public Accountants, Inc. Website. (2004). *The AICPA*

    competency self-assessment tool (Web page). Retrieved February 22, 2007, from

    http://pfp.aicpa.org/Memberships/The+AICPA+Competency+Self-Assessment+Tool.htm

Assessment Specialists Website (2007). Retrieved February 25, 2007, at

    http://assessmentspecialists.com/assessments.html

Baldridge National Quality Program. (2002). *Criteria for performance excellence.* Gaithersburg,

    MD: National Institute of Standards and Technology.

Buckman, J. (2005, August). Leadership 201. *Fire Engineering, 158,* 57-62.

Campbell, R., Heffner, T. & Knapp, D. (2005). Planning for the future: Progress toward an NCO

    competency assessment program. Retrieved February 23, 2007from http://www.hqda.

    army.mil/ari/pdf/S_61_Web-508.pdf

Catano, V., Day, A., & Newsome, S. (2003). Leader competencies: Proposing a research

    framework. Saint Mary's University, Halifax, Nova Scotia: The Centre for Leadership

    Excellence, Canadian Forces Leadership Institute.

Compton, D. (2006). Exceptional company officers: How to set yourself apart.

    Firehouse, 31, 50.

Crane, B. (2005, August). Steps to effective leadership. *Fire Engineering, 158,* 89-94.

Davis, D., Fordis, M., Mazmanian, P., Perrier, L., Thorpe, K., Van Harrison, R. (2006).

    Accuracy of physician self-assessment compared with observed measures of competence

    [Electronic version]. *Journal of the American Medical Association, 296,* 1094-1102.

    Retrieved February 25, 2007, from http://jama.ama-assn.org/cgi/reprint/296/9/1094

Epstein, R. (2007). Assessment in medical education [Electronic version]. *New England*

    Journal of Medicine, 356, 387-396. Retrieved February 20, 2007, from http://content.

    nejm.org/cgi/reprint/356/4/387.pdf

Epstein, R. & Hundert, E., (2002). Defining and assessing professional competence

    [Electronic version]. *Journal of the American Medical Association, 287.* 226-235.

    Retrieved February 26, 2007, from http://jama.ama-assn.org/cgi/reprint/287/2/226

Fallesen, J. & Horey, J. (n.d.). Leadership competencies: Are we all saying the same thing?

    Retrieved February 25, 2007, from http://www.drtomlifvendahl.com/

    Leadershipcompetencies.pdf

Fallesen, J. & Horey, J. (n.d.). Leadership competencies for contemporary army operations:

    Development, review and validation. Retrieved February 25, 2007, from http://www.

    internationalmta.org/Documents/2004/2004045P.pdf

Johnson, G. (2004). Follow the leader [Electronic version]. *Fire Chief, 27.* Retrieved February

    20, 2007, from http://firechief.com/mag/firefighting_follow_leader/index.html

Leach, D. (2002). Competence is a habit [Electronic version]. *Journal of the American Medical*

    Association, 287, 243-244. Retrieved February 25, 2007, from http://jama.ama-assn.

    org/cgi/reprint/287/2/243.pdf

Management Sciences for Health, Family Planning Management Development Technical Unit

    (1998). *Supervisor competency self-assessment inventory.* Retrieved February 28, 2007,

    from http://erc.msh.org/newpages/english/toolkit/supervis.pdf

Management Sciences for Health Website. (2006). *Supervisor competency self-assessment*

    inventory (Web page). Retrieved February 22, 2007, at http://erc.msh.org/mainpage.

    cfm?file=96.70.htm&module=toolkit&language=English

Martinette, C. (2005, August). Evaluating performance to create ownership. *Fire Engineering,*

    158, 69-74.

Maryland Fire and Rescue Institute (1999). *Fire Officer I Curriculum.* College Park, MD:

    Maryland Fire Rescue Institute

Mutual Aid Box Alarm System (MABAS) Website (2007). Retrieved February 26, 2007, at

    http://www.mabas.org/wimabas.asp

Nahavandi, A. (2006). *The art and science of leadership.* Upper Saddle River, NJ: Pearson

    Education, Inc.

National Fire Academy. (2006). *Executive development student manual.* Emmitsburg, MD:

    National Fire Academy.

National Fire Protection Association (2003). *Standard for fire officer professional*

    qualifications (NFPA 1021). Quincy, MA: National Fire Protection Association.

National Fire Protection Association Website (2007). Retrieved March 2, 2007, at

    http://www.nfpa.org/categoryList.asp?categoryID=143&URL=About%20Us

Sargent, C. (2005). Company officer development: Commanding competence.

    [Electronic version]. *FireRescue, 23.* Retrieved February 11, 2007, from

    http://www.firerescue1.com/firerescue-magazine/23-3/11983/

Smeby, L. (2006). *Fire and emergency service administration: Management and leadership*

    practices. Sudbury, MA: Jones & Bartlett.

Smoke, C. (2005). *Company officer.* Clifton Park, NY: Thomson Delmar Learning.

South Milwaukee Fire Department, (2006), *Annual Report*, South Milwaukee, WI. Retrieved

April 4, 2007, from http://www.southmilwaukeefd.org/2006%20Annual%20Report.pdf

Spooky (2001, June 19). The wisest man is one who knows what he knows not. Posted to

http://www.asylumnation.com/blogs/spooky/post-2503.html

United States Fire Administration (USFA), (2007) Web page. Retrieved March 2, 2007, at

http://www.usfa.dhs.gov/about/strategic/

United States Census Bureau (2000). *Wisconsin quick facts.* Retrieved March 3, 2007, from

http://factfinder.census.gov/servlet/GCTTable?_bm=y&-geo_id=04000US55&-

_box_head_nbr=GCT-PH1&-ds_name=DEC_2000_SF1_U&-format=ST-7

Waite, M. (2006). To lead . . . or not to lead [Electronic version]. *Fire Chief, 51*. Retrieved

February 20, 2007, from http://firechief.com/management/waite_sound_off09182006/

index.html

Ward, Michael (2006). *Fire officer: Principles and practice*. Sudbury, MA. Jones and Bartlett.

Whelan, L. (2006). Competency assessment of nursing staff [Electronic version]. *Orthopaedic

Nursing*, *25*, 198-202. Retrieved February 23, 2007, from http://www.nursingcenter.

com/library/JournalArticle.asp?Article_ID=647572

Wisconsin Department of Commerce (WI DOC, 2002). Chapter Comm 30**,** *Fire department

safety and health standards.* Retrieved March 2, 2007, from http://www.legis.state.wi.us/

rsb/code/comm/comm030.pdf

Wisconsin Department of Commerce (WI DOC) Web page (2007). Retrieved March 2,

2007, from http://www.commerce.state.wi.us/ER/SB-FirePrevention-

FireDepartments.html

Zigmont, J. (2007). Balancing requirements. Retrieved February 20, 2007, from http://www.

firerescue1.com/print.asp?act=print&vid=275518

Appendix A

South Milwaukee Fire Department
Fire Lieutenant's Promotional Qualifications

1)   Minimum four years fulltime firefighting experience

2)   Associate Degree in Fire Technology or related field, relevancy to be determined by the
        Police and Fire Commission

3)   Wisconsin State Fire Officer I Certification (NFPA 1021)

4)   Wisconsin State Fire Instructor I Certification (NFPA 1041)

Appendix B

CITY OF SOUTH MILWAUKEE
POSITION DESCRIPTION

Date: June 22, 1999
Title: Fire Lieutenant
Supervisor: Fire Captain

Purpose of Position:
The Fire Lieutenant is responsible for the administration and supervision of a fire company for fire suppression, hazardous material response, rescue operations, and emergency medical services. In the absence of the Captain, the Fire Lieutenant acts as shift supervisor and assumes the duties as Incident Commander, if first on the scene of an emergency.

Essential Functions:
1. Implements department goals and objectives, establishes work priorities, schedules and coordinates work to be accomplished per shift. In absence of Captain, is responsible for daily log, emergency calls and reports, overtime and injury reports.
2. Responds to alarms as an officer of the firefighting company and performs variety of fireground functions, including Incident Commander.
3. Responds as the officer of a medical team to bring basic or advanced emergency medical care to citizens of the community.
4. Participates in daily training exercises and classroom lectures and conducts classes for the fire department.
5. Assigns work projects and approves completed work.
6. Conducts demonstrations, tours and public speeches on fire safety, fire prevention, CPR, first aid, fire extinguishers, and other subjects, to the public.
7. Responds to general public complaints, requests for information and guidance, cooperates with surrounding communities in firefighting and rescue efforts.
8. Maintains discipline and insures that personnel follow department rules, regulations, and suggested operating guidelines.
9. Responsible for cleanliness of station and maintenance of apparatus, tools, equipment, and all other fire department property.

PHYSICAL DEMANDS OF POSITION:
1. Standing, walking, and sitting.
2. Stooping, kneeling, crouching and crawling.
3. Running, swimming, grappling, climbing, balancing and bending/twisting.
4. Reaching, feeling, talking and hearing.
5. Far and near vision as follows: 20/40 in one eye and 20/100 in other eye, both uncorrected, or 20/20 in one eye and 20/40 in other eye, both corrected. No contact lenses. Color vision and peripheral vision.
6. Lifting, carrying, pushing/pulling: 100 lbs. Or more.
7. Handling, grasping and fingering: fire hose, ladders, performing CPR, utilizing patient lifting devices, etc.

ENVIRONMENTAL/WORKING CONDITIONS OF POSITION:
1.   Outside work place environment that is confined.
2.   Exposure to extreme cold and normal, or hot and normal temperature changes.
3.   Contact with water or liquids.
4.   Exposure to loud noise with a minimum of 90 decibels and vibrations from tools, equipment, machinery, etc.
5.   Exposure to hazardous conditions such as mechanical, electrical, chemical, burns, explosives, heights, physical injury, and fast moving vehicles.
6.   Exposure to atmospheric conditions such as fumes, gases, noxious odors, dust, and poor ventilation.

EQUIPMENT USED:
1.   Typewriter, calculator, copy machine, fax machine, computer terminal, telephone, and two-way radio.
2.   Camera and measuring devices.
3.   Power tools, hand tools, chain saws, shovels, brooms, ladders, and exhaust fans.
4.   Car, fire truck and ambulance.
5.   Patient restraints, first aid equipment, oxygen, electronics test equipment, general medical equipment, and patient lifting devices.
6.   Breathing apparatus, steel tip boots, hearing and eye protection, firefighting turnout clothing, and hazardous chemical clothing.

EDUCATION/LICENSE, CERTIFICATION REQUIREMENTS:
1.   Two year Associate degree or equivalent.
2.   Wisconsin Emergency Medical Technician (EMT) License.
3.   Wisconsin Driver's License.
4.   Wisconsin Fire Officer I Certification (NFPA-1021).
5.   Wisconsin Fire Training Instructor I Certification (NFPA-1041).

KNOWLEDGE AND SKILLS REQUIRED FOR POSITION:
1.   Major life activities.
2.   Effective communication, oral and written, with supervisors, peers and public.
3.   Understanding and following work rules, suggested operating guidelines.
4.   Read, write, add and subtract.
5.   Knowledge of national, state and local laws and fire/safety codes.
6.   Organize, direct, coordinate written and oral reports.
7.   Skilled in report writing, driving, and use of computer, typewriter, telephone, two-way radio, copy machine, fax machine, calculator and adding machine.
8.   Knowledge of fire protection systems, water supply, building construction, direct fire and rescue operations, disaster, and extinguishment of combustible and flammable materials.
9.   Skills in firefighting, EMT, fire inspection, fire scene command, and public relations.
10. Fire Department administration.

Appendix C

FIRE OFFICER I - Preceptorship Evaluation

Preceptors should evaluate the employee and rate their level of competency in each category as "S" – Satisfactory or "U" – Unsatisfactory.

INCIDENT PRE-PLANNING	**CIRCLE ONE**	
1	Knowledge of your agency's policies	S U
2	Ability to identify "high risk structures"	S U
3	Utilizes pre-plan information during response to incident	S U
4	Knowledge of agency's resources for incident	S U
5	Communicates with Officer relating pre-plan info to incident	S U

EMERGENCY COMMUNICATION		
1	Knowledge of your agency's communication center and capabilities	S U
2	Ability to communicate during initial response with dispatch center	S U
3	Ability to provide radio report upon arrival at incident	S U
4	Ability to communicate need for additional resources with dispatch	S U
5	Demonstrate understanding of MAYDAY emergency signaling	S U

CONDUCTING SIZE-UP ACTIVITIES		
1	Discusses pre-incident planning info with Officer	S U
2	Ability to identify hazards during size up upon arrival at incident	S U
3	Demonstrates knowledge of size-up principles and relates same to fireground operations	S U
4	Ability to evaluate size-up info and relate to future fire cause investigation activities	S U
5	Recognizes need to secure an incident scene to preserve evidence	S U

ESTABLISHING AN INCIDENT MANAGEMENT SYSTEM		
1	Ability to establish and transfer command of an incident	S U
2	Ability to establish and direct assignments at an incident	S U
3	Demonstrates awareness of need to interact with media	S U
4	Ability to upgrade incident to multi-unit response when applicable	S U
5	Demonstrates awareness of need to coordinate interagency response when directed by incident commander	S U

EMERGENCY SCENE TACTICAL CONSIDERATIONS	**CIRCLE ONE**	
1	Ability to formulate goals and execute tactical plan	S	U
2	Ability to manage a non-fire incident (vehicle accident, etc)	S	U
3	Demonstrates knowledge of media relations at an incident	S	U
4	Demonstrates knowledge of officer in coordinating incident resources and personnel for operational effectiveness	S	U
5	Demonstrates knowledge of an accountability system, MAYDAY procedures, 2 in – 2 out policy and incident safety officer duties	S	U

INCIDENT REHABILITATION AND WELLNESS		
1	Knowledge of setting up a rehab area for incident personnel	S	U
2	Ability of policy / need to facilitate critical stress debriefing	S	U
3	Ability to report injury of personnel at scene, or exposure of personnel.	S	U
4	Determines the need for EMS units on location and coordinates EMS resource assignments	S	U

POST INCIDENT ANALYSIS		
1	Participates in, or conducts a critique session in a formal/informal setting	S	U
2	Demonstrates willingness to accept constructive comments regarding actual performance	S	U
3	Demonstrates ability to take corrective measures to improve performance	S	U

Appendix D

External Feedback Instrument Cover Letter
(Sent via E-mail)

Dear Fire Service Colleague:

As you know, I am currently enrolled in the National Fire Academy's Executive Fire Officer Program. Following each course of this four-year commitment, I am required to complete an applied research project that addresses a current topic affecting the South Milwaukee Fire Department. The topic I have chosen for the Executive Development course is fire officer competency assessment. My preliminary research has shown that many occupational disciplines outside of the fire service utilize competency assessments as a way to both gauge the effectiveness of their personnel and to provide a career development path, as well.

To gather information regarding fire service competency assessment, I have created a short feedback instrument geared towards learning what programs other fire departments have in place for competency assessment and for preparing aspiring fire officers for promotion. I realize that your time is very valuable, so I have attempted to make the instrument as short and easy as possible.

The feedback instrument can be accessed at http://www.surveymonkey.com/s.asp?u=419383466702

You will notice that it contains "check-boxes" that will allow you to complete the survey in a relatively short amount of time. Although the results of this survey will be used in the completion of my research project, your identity will be kept completely confidential.

I would like to thank you in advance for completing this feedback instrument and helping me complete my research project. If you have any questions, please do not hesitate to e-mail me at knitter@ci.south-milwaukee.wi.us. My goal is to have all of the instruments returned to me no later than **March 29, 2007.**

Thank you, once again, for assisting me in my research efforts.

Sincerely,

JOSEPH G. KNITTER
Fire Captain
South Milwaukee Fire Department

Appendix E

External Feedback Instrument
Executive Development - Applied Research Project
(Recreated from actual SurveyMonkey.com format)

Thank you for agreeing to participate in this research project feedback instrument. Please answer each question to the best of your ability consistent with the answer selections provided. The findings of this instrument will be presented in the Applied Research Project (ARP) paper that results from this research. If you have any questions, please e-mail me at knitter@ci.south-milwaukee.wi.us.

What program(s) does your department have to prepare aspiring first-level company officers for future promotion?

☐ Officer Development Program ☐ On-the-job Training
☐ Mentoring Program ☐ Self-Assessment System
☐ None provided
☐ Other (Please explain)_____

If your department currently has a first-level company officer development or mentoring program, is the criteria for the program based on any of the following standards or guidelines? (select all that apply)

☐ NFPA 1021, Standard for Company Officer Professional
    Qualifications
☐ State Fire Officer 1 Curriculum
☐ Specific Fire Department Guidelines
☐ Other (Please Specify) _____

Is completion of this program required for first-level company officer promotional eligibility?
☐ Yes ☐ No

Which of the following educational levels are required for eligibility for first-level company officer promotion?

☐ Master's Degree ☐ Bachelor's Degree
☐ Associate's Degree ☐ None
☐ Other (Please Specify)

Which, if any, of the following certifications are required for eligibility for first-level company officer promotion?

☐ State Firefighter 2 ☐ State Fire Officer 1
☐ State Fire Inspector 1 ☐ State Fire Instructor 1
☐ None
☐ Other (Please Specify)

Does your department have a process in place for aspiring first-level officers to self-evaluate prior to participating in the promotional process? ☐ Yes ☐ No

If yes, is the criteria for the self-evaluation based on any of the following standards or guidelines?

☐ NFPA 1021, Standard for Company Officer Professional
Qualifications
☐ State Fire Officer 1 Curriculum
☐ Specific Fire Department Guidelines
☐ Other _____

If no, do you feel that a Competency Assessment Tool would be useful for aspiring first-level officers to determine their own personal level of competency prior to participating in a promotional process?　　　　　☐ Yes　　　　　☐ No

If yes, do you believe the criteria for the self-evaluation should be based on any of the following standards or guidelines?

☐ NFPA 1021, Standard for Company Officer Professional
Qualifications
☐ State Fire Officer 1 Curriculum
☐ Specific Fire Department Guidelines
☐ Other _____

This next section lists various competencies that may or may not be important to the development of a confident, competent company officer. Please look at this list and rate each competency accordingly. I have provided a scale from "Not Important" to "Very Important" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to a first-level company officer.

	Not Important 1	2	3	4	Very Important 5	N/A
Incident Preplanning	☐	☐	☐	☐	☐	☐
Emergency Communications	☐	☐	☐	☐	☐	☐
Conducting Incident Size-up Activities	☐	☐	☐	☐	☐	☐
Establishing an Incident Management System	☐	☐	☐	☐	☐	☐
Emergency Scene Strategies & Tactics	☐	☐	☐	☐	☐	☐
Incident Scene Rehab & Personnel Wellness	☐	☐	☐	☐	☐	☐
Handling Citizens Complaints	☐	☐	☐	☐	☐	☐
Conducting a Post-Incident Analysis / Critique	☐	☐	☐	☐	☐	☐
Fire Inspection / Code Enforcement	☐	☐	☐	☐	☐	☐
Building Construction	☐	☐	☐	☐	☐	☐
Budgeting / Finance	☐	☐	☐	☐	☐	☐
Department Policies	☐	☐	☐	☐	☐	☐
Suggested Operating Guidelines	☐	☐	☐	☐	☐	☐
City Ordinances / Codes	☐	☐	☐	☐	☐	☐

	Not Important				Very Important	
	1	2	3	4	5	N/A
State Laws / Admin. Code (Fire Related)	☐	☐	☐	☐	☐	☐
Pertinent NFPA Standards	☐	☐	☐	☐	☐	☐
Understand the structure of City Government	☐	☐	☐	☐	☐	☐
Conflict Resolution	☐	☐	☐	☐	☐	☐
Hydraulics / Apparatus Operations	☐	☐	☐	☐	☐	☐
Group Dynamics / Teamwork	☐	☐	☐	☐	☐	☐
Employee Coaching / Counseling	☐	☐	☐	☐	☐	☐
Conducting Fire Prevention / Pub. Ed. Programs	☐	☐	☐	☐	☐	☐
Human Resources Issues - Fair Labor Standards Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - Family Medical Leave Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - American w/ Disabilities Act	☐	☐	☐	☐	☐	☐
Cultural Diversity	☐	☐	☐	☐	☐	☐
Motivating Employees	☐	☐	☐	☐	☐	☐
Developing Training Programs	☐	☐	☐	☐	☐	☐
Delivering Training Programs	☐	☐	☐	☐	☐	☐
Computer Literacy	☐	☐	☐	☐	☐	☐
Composition Skills	☐	☐	☐	☐	☐	☐

Once again, thank you for helping me gather research information for my applied research project.

Appendix F

External Feedback Instrument Recipients

The following departments, whose rank structures are similar to the South Milwaukee Fire Department, were asked to participate in the external feedback instrument. In most cases, the feedback instrument was sent to the Fire Chief, another Chief Fire Officer or the Training Officer who was requested to fill out the instrument. It is my belief that the response to the feedback instrument was provided by that person in an honest and objective manner.

1. Cudahy (WI) Fire Department
2. St. Francis (WI) Fire Department
3. Oak Creek (WI) Fire Department
4. Greendale (WI) Fire Department
5. Greenfield (WI) Fire Department
6. Franklin (WI) Department
7. West Allis (WI) Fire Department
8. Wauwatosa (WI) Fire Department
9. North Shore (WI) Fire Department
10. New Berlin (WI) Fire Department
11. Mequon (WI) Fire Department
12. Hales Corners (WI) Fire Department
13. Town of Brookfield (WI) Fire Department

14. Homer (AK) Fire Department
15. Beach Park (IL) Fire Department
16. Elgin (IL) Fire Department
17. Pleasantview (IL) Fire Protection District
18. Meridian (ID) Fire Department
19. Ashtabula (OH) Fire Department
20. Millbrae (CA) Fire Department
21. James Island (SC) Fire Department
22. Hermiston (OR) Fire Department
23. Rocky Mount (NC) Fire Department
24. Central Kitsap (WA) Fire & Rescue
25. Fairbanks (AK) Fire Department

Appendix G

Internal Feedback Instrument – Lieutenants
Executive Development - Applied Research Project
(Recreated from actual SurveyMonkey.com format)

Thank you for agreeing to participate in this research project feedback instrument. Please answer each question to the best of your ability consistent with the answer selections provided. The findings of this instrument will be presented in the Applied Research Project (ARP) paper that results from this research. If you have any questions, please e-mail me at <u>knitter@ci.south-milwaukee.wi.us</u>.

Which of the following educational levels are required for eligibility for first-level company officer promotion?

☐ Master's Degree   ☐ Bachelor's Degree
☐ Associate's Degree   ☐ None
☐ Other (Please Specify)

Which, if any, of the following certifications are required for eligibility for first-level company officer promotion?

☐ State Firefighter 2   ☐ State Fire Officer 1
☐ State Fire Inspector 1   ☐ State Fire Instructor 1
☐ None
☐ Other (Please Specify)

Do you feel that the members of the South Milwaukee Fire Department are being provided with sufficient information to prepare themselves for the duties of the Lieutenant's position?

☐ Yes   ☐ No

If you answered no, do you feel that a Competency Assessment Tool would be useful for aspiring first-level officers to determine their own personal level of competency prior to participating in a promotional process?   ☐ Yes   ☐ No

If yes, is the criteria for the self-evaluation based on any of the following standards or guidelines?

☐ NFPA 1021, Standard for Company Officer Professional
     Qualifications
☐ State Fire Officer 1 Curriculum
☐ Specific Fire Department Guidelines
☐ Other _____

This next section lists various competencies that may or may not be important to the development of a confident, competent company officer. Please look at this list and rate each competency accordingly. I have provided a scale from "Not Important" to "Very Important" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to a first-level company officer.

| | Not Important | | | | Very Important | |
	1	2	3	4	5	N/A
Incident Preplanning	☐	☐	☐	☐	☐	☐
Emergency Communications	☐	☐	☐	☐	☐	☐
Conducting Incident Size-up Activities	☐	☐	☐	☐	☐	☐
Establishing an Incident Management System	☐	☐	☐	☐	☐	☐
Emergency Scene Strategies & Tactics	☐	☐	☐	☐	☐	☐
Incident Scene Rehab & Personnel Wellness	☐	☐	☐	☐	☐	☐
Handling Citizens Complaints	☐	☐	☐	☐	☐	☐
Conducting a Post-Incident Analysis / Critique	☐	☐	☐	☐	☐	☐
Fire Inspection / Code Enforcement	☐	☐	☐	☐	☐	☐
Building Construction	☐	☐	☐	☐	☐	☐
Budgeting / Finance	☐	☐	☐	☐	☐	☐
Department Policies	☐	☐	☐	☐	☐	☐
Suggested Operating Guidelines	☐	☐	☐	☐	☐	☐
City Ordinances / Codes	☐	☐	☐	☐	☐	☐
State Laws / Admin. Code (Fire Related)	☐	☐	☐	☐	☐	☐
Pertinent NFPA Standards	☐	☐	☐	☐	☐	☐
Understand the structure of City Government	☐	☐	☐	☐	☐	☐
Conflict Resolution	☐	☐	☐	☐	☐	☐
Hydraulics / Apparatus Operations	☐	☐	☐	☐	☐	☐
Group Dynamics / Teamwork	☐	☐	☐	☐	☐	☐
Employee Coaching / Counseling	☐	☐	☐	☐	☐	☐
Conducting Fire Prevention / Pub. Ed. Programs	☐	☐	☐	☐	☐	☐
Human Resources Issues - Fair Labor Standards Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - Family Medical Leave Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - American w/ Disabilities Act	☐	☐	☐	☐	☐	☐
Cultural Diversity	☐	☐	☐	☐	☐	☐
Motivating Employees	☐	☐	☐	☐	☐	☐
Developing Training Programs	☐	☐	☐	☐	☐	☐
Delivering Training Programs	☐	☐	☐	☐	☐	☐
Computer Literacy	☐	☐	☐	☐	☐	☐
Composition Skills	☐	☐	☐	☐	☐	☐

Do you believe you were adequately prepared when you first received your promotion to Lieutenant?   ☐ Yes   ☐ No   ☐ I don't know

This last section deals with personal competency. I have listed the same criteria as above and ask that you perform a personal evaluation and respond with how well you believe you were prepared in each subject when you received your promotion to Lieutenant. I have provided a scale from "Not Well Prepared" to "Well Prepared" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to when you were first promoted to Lieutenant.

	Not Well Prepared				Very Well Prepared	
	1	2	3	4	5	N/A
Incident Preplanning	☐	☐	☐	☐	☐	☐
Emergency Communications	☐	☐	☐	☐	☐	☐
Conducting Incident Size-up Activities	☐	☐	☐	☐	☐	☐
Establishing an Incident Management System	☐	☐	☐	☐	☐	☐
Emergency Scene Strategies & Tactics	☐	☐	☐	☐	☐	☐
Incident Scene Rehab & Personnel Wellness	☐	☐	☐	☐	☐	☐
Handling Citizens Complaints	☐	☐	☐	☐	☐	☐
Conducting a Post-Incident Analysis / Critique	☐	☐	☐	☐	☐	☐
Fire Inspection / Code Enforcement	☐	☐	☐	☐	☐	☐
Building Construction	☐	☐	☐	☐	☐	☐
Budgeting / Finance	☐	☐	☐	☐	☐	☐
Department Policies	☐	☐	☐	☐	☐	☐
Suggested Operating Guidelines	☐	☐	☐	☐	☐	☐
City Ordinances / Codes	☐	☐	☐	☐	☐	☐
State Laws / Admin. Code (Fire Related)	☐	☐	☐	☐	☐	☐
Pertinent NFPA Standards	☐	☐	☐	☐	☐	☐
Understand the structure of City Government	☐	☐	☐	☐	☐	☐
Conflict Resolution	☐	☐	☐	☐	☐	☐
Hydraulics / Apparatus Operations	☐	☐	☐	☐	☐	☐
Group Dynamics / Teamwork	☐	☐	☐	☐	☐	☐
Employee Coaching / Counseling	☐	☐	☐	☐	☐	☐
Conducting Fire Prevention / Pub. Ed. Programs	☐	☐	☐	☐	☐	☐
Human Resources Issues - Fair Labor Standards Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - Family Medical Leave Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - American w/ Disabilities Act	☐	☐	☐	☐	☐	☐
Cultural Diversity	☐	☐	☐	☐	☐	☐

Motivating Employees	☐	☐	☐	☐	☐	☐
Developing Training Programs	☐	☐	☐	☐	☐	☐
Delivering Training Programs	☐	☐	☐	☐	☐	☐
Computer Literacy	☐	☐	☐	☐	☐	☐
Composition Skills	☐	☐	☐	☐	☐	☐

Once again, thank you for helping me gather research information for my applied research project.

Appendix H

Internal Feedback Instrument – Captains
Executive Development - Applied Research Project
(Recreated from actual SurveyMonkey.com format)

Thank you for agreeing to participate in this research project feedback instrument. Please answer each question to the best of your ability consistent with the answer selections provided. The findings of this instrument will be presented in the Applied Research Project (ARP) paper that results from this research. If you have any questions, please e-mail me at knitter@ci.south-milwaukee.wi.us.

Which of the following educational levels are required for eligibility for first-level company officer promotion?

☐ Master's Degree   ☐ Bachelor's Degree
☐ Associate's Degree   ☐ None
☐ Other (Please Specify)

Which, if any, of the following certifications are required for eligibility for first-level company officer promotion?

☐ State Firefighter 2   ☐ State Fire Officer 1
☐ State Fire Inspector 1   ☐ State Fire Instructor 1
☐ None
☐ Other (Please Specify)

Do you feel that the members of the South Milwaukee Fire Department are being provided with sufficient information to prepare themselves for the duties of the Lieutenant's position?

     ☐ Yes   ☐ No

If you answered no, do you feel that a Competency Assessment Tool would be useful for aspiring first-level officers to determine their own personal level of competency prior to participating in a promotional process?   ☐ Yes   ☐ No

If yes, is the criteria for the self-evaluation based on any of the following standards or guidelines?

☐ NFPA 1021, Standard for Company Officer Professional
     Qualifications
☐ State Fire Officer 1 Curriculum
☐ Specific Fire Department Guidelines
☐ Other _____

This next section lists various competencies that may or may not be important to the development of a confident, competent company officer. Please look at this list and rate each competency accordingly. I have provided a scale from "Not Important" to "Very Important" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to a first-level company officer.

	Not Important				Very Important	
	1	2	3	4	5	N/A
Incident Preplanning	☐	☐	☐	☐	☐	☐
Emergency Communications	☐	☐	☐	☐	☐	☐
Conducting Incident Size-up Activities	☐	☐	☐	☐	☐	☐
Establishing an Incident Management System	☐	☐	☐	☐	☐	☐
Emergency Scene Strategies & Tactics	☐	☐	☐	☐	☐	☐
Incident Scene Rehab & Personnel Wellness	☐	☐	☐	☐	☐	☐
Handling Citizens Complaints	☐	☐	☐	☐	☐	☐
Conducting a Post-Incident Analysis / Critique	☐	☐	☐	☐	☐	☐
Fire Inspection / Code Enforcement	☐	☐	☐	☐	☐	☐
Building Construction	☐	☐	☐	☐	☐	☐
Budgeting / Finance	☐	☐	☐	☐	☐	☐
Department Policies	☐	☐	☐	☐	☐	☐
Suggested Operating Guidelines	☐	☐	☐	☐	☐	☐
City Ordinances / Codes	☐	☐	☐	☐	☐	☐
State Laws / Admin. Code (Fire Related)	☐	☐	☐	☐	☐	☐
Pertinent NFPA Standards	☐	☐	☐	☐	☐	☐
Understand the structure of City Government	☐	☐	☐	☐	☐	☐
Conflict Resolution	☐	☐	☐	☐	☐	☐
Hydraulics / Apparatus Operations	☐	☐	☐	☐	☐	☐
Group Dynamics / Teamwork	☐	☐	☐	☐	☐	☐
Employee Coaching / Counseling	☐	☐	☐	☐	☐	☐
Conducting Fire Prevention / Pub. Ed. Programs	☐	☐	☐	☐	☐	☐
Human Resources Issues - Fair Labor Standards Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - Family Medical Leave Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - American w/ Disabilities Act	☐	☐	☐	☐	☐	☐
Cultural Diversity	☐	☐	☐	☐	☐	☐
Motivating Employees	☐	☐	☐	☐	☐	☐
Developing Training Programs	☐	☐	☐	☐	☐	☐
Delivering Training Programs	☐	☐	☐	☐	☐	☐
Computer Literacy	☐	☐	☐	☐	☐	☐
Composition Skills	☐	☐	☐	☐	☐	☐

Do you believe you were adequately prepared when you first received your promotion to Lieutenant? ☐ Yes ☐ No ☐ I don't know

This last section deals with personal competency. I have listed the same criteria as above and ask that you perform a personal evaluation and respond with how well you believe you were prepared in each subject when you received your promotion to Lieutenant. I have provided a scale from "Not Well Prepared" to "Well Prepared" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to when you were first promoted to Lieutenant.

	Not Well Prepared				Very Well Prepared	
	1	2	3	4	5	N/A
Incident Preplanning	☐	☐	☐	☐	☐	☐
Emergency Communications	☐	☐	☐	☐	☐	☐
Conducting Incident Size-up Activities	☐	☐	☐	☐	☐	☐
Establishing an Incident Management System	☐	☐	☐	☐	☐	☐
Emergency Scene Strategies & Tactics	☐	☐	☐	☐	☐	☐
Incident Scene Rehab & Personnel Wellness	☐	☐	☐	☐	☐	☐
Handling Citizens Complaints	☐	☐	☐	☐	☐	☐
Conducting a Post-Incident Analysis / Critique	☐	☐	☐	☐	☐	☐
Fire Inspection / Code Enforcement	☐	☐	☐	☐	☐	☐
Building Construction	☐	☐	☐	☐	☐	☐
Budgeting / Finance	☐	☐	☐	☐	☐	☐
Department Policies	☐	☐	☐	☐	☐	☐
Suggested Operating Guidelines	☐	☐	☐	☐	☐	☐
City Ordinances / Codes	☐	☐	☐	☐	☐	☐
State Laws / Admin. Code (Fire Related)	☐	☐	☐	☐	☐	☐
Pertinent NFPA Standards	☐	☐	☐	☐	☐	☐
Understand the structure of City Government	☐	☐	☐	☐	☐	☐
Conflict Resolution	☐	☐	☐	☐	☐	☐
Hydraulics / Apparatus Operations	☐	☐	☐	☐	☐	☐
Group Dynamics / Teamwork	☐	☐	☐	☐	☐	☐
Employee Coaching / Counseling	☐	☐	☐	☐	☐	☐
Conducting Fire Prevention / Pub. Ed. Programs	☐	☐	☐	☐	☐	☐
Human Resources Issues - Fair Labor Standards Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - Family Medical Leave Act	☐	☐	☐	☐	☐	☐
Human Resources Issues - American w/ Disabilities Act	☐	☐	☐	☐	☐	☐
Cultural Diversity	☐	☐	☐	☐	☐	☐

Motivating Employees	☐	☐	☐	☐	☐	☐
Developing Training Programs	☐	☐	☐	☐	☐	☐
Delivering Training Programs	☐	☐	☐	☐	☐	☐
Computer Literacy	☐	☐	☐	☐	☐	☐
Composition Skills	☐	☐	☐	☐	☐	☐

Once again, thank you for helping me gather research information for my applied research project.

Appendix I

Results of External Feedback Instrument

1. What program(s) does your department have to prepare aspiring first-level company officers for future promotion? (Choose all that apply)		Response Percent	Response Total
Officer Development Program		30.4%	7
On-the-job Training		52.2%	12
Mentoring Program		26.1%	6
Self-Assessment System		4.3%	1
None Provided (Skip to Question #4)		26.1%	6
Other (Please Specify*)		17.4%	4
	*Pay tuition for individual to attend the 5 courses required for Illinois Fire Officer 1 certification.	----	
	We encourage (with educational allowance) our personnel to seek education towards the State Fire Officer 1 Certification	----	
	Everyone is familiar with the promotional testing process study material and has the opportunity to study "ahead"	----	
	I have asked and asked for the department to get guys trained up for the position. I have also asked that we have some kind of ongoing training for the guys that are in the position. It hasn't happened yet. Now we are swinging drivers into the officer position to save money.	----	
	Total Respondents		23
	(skipped this question)		0

2. If your department currently has a first-level company officer development or mentoring program, is the criteria for the program based on any of the following standards or guidelines? (Choose all that apply)		Response Percent	Response Total
NFPA 1021, Standard for Company Officer Professional Qualifications		29.4%	5
State Fire Officer 1 Curriculum		29.4%	5
Specific Fire Department Guidelines		58.8%	10
Other (Please Specify*)		11.8%	2
	None		
	Basically, you pass the test you know everything and you are thrust into the seat and guess what, it's all about you... Yeee Haww..		
	Total Respondents		17
	(skipped this question)		6

3. Is completion of this program required for first-level company officer promotional eligibility ?		Response Percent	Response Total
Yes		43.8%	7
No		56.2%	9
	Total Respondents		16
	(skipped this question)		7

4. Which of the following educational levels do you believe should be required to be eligible for first-level company officer promotion?

	Response Percent	Response Total
Master's Degree	0%	0
Bachelor's Degree	0%	0
Associate's Degree	34.8%	8
None	56.5%	13
Other (Please Specify*)	8.7%	2
FF1, OFF1, HEO	----	
Pass an in house generated test, pass a oral presentation, pass two of three scenarios and you are placed on a list for two years.	----	
Total Respondents		23
(skipped this question)		0

5. Which of the following certification levels do you believe should be required to be eligible for first-level company officer promotion?

	Response Percent	Response Total
State Firefighter 2	47.8%	11
State Fire Officer 1	52.2%	12
State Fire Inspector 1	4.3%	1
State Fire Instructor 1	26.1%	6
None	21.7%	5
Other (Please Specify*)	8.7%	2
FF1, HEO or MPO	----	
1 yr. in grade as a "driver"	----	
Total Respondents		23
(skipped this question)		0

6. Does your department have a process in place for aspiring first-level officers to self-evaluate prior to participating in the promotional process?

	Response Percent	Response Total
Yes	13%	3
No	87%	20
Total Respondents		23
(skipped this question)		0

7. If yes, is the criteria for the self-evaluation should be based on any of the following standards or guidelines?

	Response Percent	Response Total
NFPA 1021, Standard for Company Officer Professional Qualifications	25%	1
State Fire Officer 1 Curriculum	25%	1
Specific Fire Department Guidelines	75%	3
Other (Please Specify*)	25%	1
Just pass the in house tests	------	
Total Respondents		3
(skipped this question)		20

8. If no, do you feel that a Competency Assessment Tool would be useful for aspiring first-level officers to determine their own personal level of competency prior to participating in a promotional process?		Response Percent	Response Total
Yes		100%	21
No		0%	0
	Total Respondents		21
	(skipped this question)		0

9. This next section lists various competencies that may or may not be important to the development of a confident, competent first-level company officer. Please look at this list and rate each competency accordingly. I have provided a scale from "Not Important" to "Very Important" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to a first-level company officer.

	Not Important	2	3	4	Very Important	N/A	Response Total
Incident Preplanning	0% (0)	17% (4)	17% (4)	26% (6)	39% (9)	0% (0)	3.87
Emergency Communications	0% (0)	0% (0)	4% (1)	17% (4)	78% (18)	0% (0)	4.74
Conducting Incident Size-up Activities	0% (0)	0% (0)	4% (1)	17% (4)	78% (18)	0% (0)	4.74
Establishing an Incident Management System	0% (0)	4% (1)	4% (1)	26% (6)	65% (15)	0% (0)	4.52
Emergency Scene Strategies & Tactics	0% (0)	0% (0)	0% (0)	26% (6)	74% (17)	0% (0)	4.74
Incident Scene Rehab & Personnel Wellness	0% (0)	9% (2)	26% (6)	39% (9)	26% (6)	0% (0)	3.83
Handling Citizens Complaints	0% (0)	4% (1)	26% (6)	39% (9)	30% (7)	0% (0)	3.96
Conducting a Post-Incident Critique & Analysis	0% (0)	13% (3)	57% (13)	22% (5)	9% (2)	0% (0)	3.26
Fire Inspection / Code Enforcement	4% (1)	17% (4)	48% (11)	26% (6)	4% (1)	0% (0)	3.09
Building Construction	0% (0)	0% (0)	13% (3)	43% (10)	43% (10)	0% (0)	4.30
Budgeting / Finance	9% (2)	43% (10)	39% (9)	9% (2)	0% (0)	0% (0)	2.48
Department Policies	0% (0)	4% (1)	0% (0)	35% (8)	61% (14)	0% (0)	4.52
Suggested Operating Guidelines	0% (0)	0% (0)	4% (1)	43% (10)	52% (12)	0% (0)	4.48
City Ordinances / Codes	0% (0)	22% (5)	39% (9)	26% (6)	13% (3)	0% (0)	3.30
State Laws / Admin. Code (Fire Related)	0% (0)	22% (5)	35% (8)	30% (7)	13% (3)	0% (0)	3.35
Pertinent NFPA Standards	0% (0)	13% (3)	30% (6)	35% (8)	22% (5)	0% (0)	3.65
Understanding the structure of City Government	4% (1)	30% (7)	26% (6)	30% (7)	9% (2)	0% (0)	3.09
Conflict Resolution	0% (0)	0% (0)	9% (2)	39% (9)	52% (12)	0% (0)	4.43
Hydraulics / Apparatus Operations	0% (0)	4% (1)	30% (7)	48% (11)	17% (4)	0% (0)	3.78
Group Dynamics / Teamwork	0% (0)	0% (0)	4% (1)	52% (12)	43% (10)	0% (0)	4.39
Employee Coaching / Counseling	0% (0)	9% (2)	0% (0)	39% (9)	52% (12)	0% (0)	4.35
Conducting Fire Prevention / Public Ed. Programs	0% (0)	9% (2)	35% (8)	48% (11)	9% (2)	0% (0)	3.57
Human Resources - Fair Labor Standards Act	0% (0)	26% (6)	43% (10)	26% (6)	4% (1)	0% (0)	3.09
Human Resources – Family Medical Leave Act	0% (0)	43% (10)	39% (9)	13% (3)	4% (1)	0% (0)	2.78
Human Resources – American w/ Disabilities Act	0% (0)	39% (9)	35% (8)	22% (5)	4% (1)	0% (0)	2.91

Question #9 Continued	Not Important	2	3	4	Very Important	N/A	Response Total
Cultural Diversity	0% (0)	17% (4)	30% (7)	22% (5)	26% (6)	4% (1)	3.59
Motivating Employees	0% (0)	4% (1)	4% (1)	13% (3)	74% (17)	4% (1)	4.64
Developing Training Programs	0% (0)	13% (3)	26% (6)	57% (13)	4% (1)	0% (0)	3.52
Delivering Training Programs	0% (0)	4% (1)	9% (2)	70% (16)	17% (4)	0% (0)	4.00
Computer Literacy	0% (0)	4% (1)	22% (5)	57% (13)	13% (3)	4% (1)	3.82
Composition Skills	0% (0)	0% (0)	26% (6)	57% (13)	13% (3)	4% (1)	3.86
Total Respondents							23
(skipped this question)							0

Appendix J

Results from Internal Feedback Instrument - Lieutenants

1. Which of the following educational levels do you believe should be required to be eligible for first-level company officer promotion?		Response Percent	Response Total
Master's Degree		0%	0
Bachelor's Degree		0%	0
Associate's Degree		100%	3
None		0%	0
Other (Please Specify)		0%	0
	Total Respondents		3
	(skipped this question)		0

2. Which of the following certification levels do you believe should be required to be eligible for first-level company officer promotion?		Response Percent	Response Total
State Firefighter 2		66.7%	2
State Fire Officer 1		66.7%	2
State Fire Inspector 1		33.3%	1
State Fire Instructor 1		100%	3
None		0%	0
Other (Please Specify)		0%	0
	Total Respondents		3
	(skipped this question)		0

3. Do you feel that the members of the SMFD are being provided with sufficient information to prepare themselves for the duties of the Lieutenant's position?		Response Percent	Response Total
Yes (Skip to Question #6)		0%	0
No		100%	3
	Total Respondents		3
	(skipped this question)		0

4. If you answered no, do you feel that a Competency Assessment Tool would be useful for aspiring first-level officers to determine their own personal level of competency prior to participating in a promotional process?		Response Percent	Response Total
Yes (Go to Question #5)		100%	3
No (Skip to Question #6)		0%	0
	Total Respondents		3
	(skipped this question)		0

5. If yes, do you believe the criteria for the self-evaluation should be based on any of the following standards or guidelines?		Response Percent	Response Total
NFPA 1021, Standard for Company Officer Professional Qualifications		100%	2
State Fire Officer 1 Curriculum		100%	3
Specific Fire Department Guidelines		100%	2
Other (Please Specify)*		0%	1
*IC procedures, dispatching apparatus techniques, general administrative ops.			------
	Total Respondents		3
	(skipped this question)		0

6. This next section lists various competencies that may or may not be important to the development of a confident, competent first-level company officer. Please look at this list and rate each competency accordingly. I have provided a scale from "Not Important" to "Very Important" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to a first-level company officer.

	Not Important	2	3	4	Very Important	N/A	Response Total
Incident Preplanning	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Emergency Communications	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Conducting Incident Size-up Activities	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Establishing an Incident Management System	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Emergency Scene Strategies & Tactics	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Incident Scene Rehab & Personnel Wellness	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Handling Citizens Complaints	0% (0)	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	3.67
Conducting a Post-Incident Critique & Analysis	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Fire Inspection / Code Enforcement	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Building Construction	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Budgeting / Finance	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)	2.67
Department Policies	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Suggested Operating Guidelines	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
City Ordinances / Codes	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
State Laws / Admin. Code (Fire Related)	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Pertinent NFPA Standards	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Understanding the structure of City Government	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Conflict Resolution	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
Hydraulics / Apparatus Operations	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Group Dynamics / Teamwork	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Employee Coaching / Counseling	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Conducting Fire Prevention / Public Ed. Programs	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	3.33

Question #6 Continued	Not Important	2	3	4	Very Important	N/A	Response Total
Human Resources - Fair Labor Standards Act	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	3.33
Human Resources – Family Medical Leave Act	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	3.33
Human Resources – American w/ Disabilities Act	0% (0)	67% (2)	0% (0)	0% (0)	33% (1)	0% (0)	3.00
Cultural Diversity	0% (0)	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	3.67
Motivating Employees	33% (1)	0% (0)	0% (0)	67% (2)	0% (0)	0% (0)	3.00
Developing Training Programs	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Delivering Training Programs	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Computer Literacy	0% (0)	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	4.67
Composition Skills	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
						Total Respondents	3
						(skipped this question)	0

7. Do you believe you were adequately prepared when you first received your promotion to Lieutenant?		Response Percent	Response Total
Yes		33.3%	1
No		67.7%	2
I don't know		0%	0
	Total Respondents		3
	(skipped this question)		0

8. This last section deals with personal competency. I have listed the same criteria as before and ask that you perform a personal evaluation and respond with how well you believe you were prepared in each subject when you first received your promotion to Lieutenant. I have provided a scale from "Not Prepared" to "Well Prepared" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to when you were first promoted to Lieutenant.

	Not Prepared	2	3	4	Well Prepared	N/A	Response Total
Incident Preplanning	33% (1)	0% (0)	0% (0)	67% (2)	0% (0)	0% (0)	3.00
Emergency Communications	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Conducting Incident Size-up Activities	0% (0)	33% (1)	0% (0)	33% (1)	33% (1)	0% (0)	3.67
Establishing an Incident Management System	0% (0)	33% (1)	0% (0)	33% (1)	33% (1)	0% (0)	3.67
Emergency Scene Strategies & Tactics	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	3.33
Incident Scene Rehab & Personnel Wellness	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Handling Citizens Complaints	0% (0)	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	3.67
Conducting a Post-Incident Critique & Analysis	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Fire Inspection / Code Enforcement	67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	33% (1)	1.00
Building Construction	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Budgeting / Finance	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	1.67
Department Policies	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	0% (0)	3.00

Question #8 Continued	Not Prepared	2	3	4	Well Prepared	N/A	Response Total
Suggested Operating Guidelines	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
City Ordinances / Codes	67% (2)	33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1.33
State Laws / Admin. Code (Fire Related)	33% (1)	0% (0)	67% (2)	0% (0)	0% (0)	0% (0)	2.33
Pertinent NFPA Standards	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	0% (0)	3.00
Understanding the structure of City Government	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	3.33
Conflict Resolution	0% (0)	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	3.67
Hydraulics / Apparatus Operations	0% (0)	0% (0)	33% (1)	0% (0)	67% (2)	0% (0)	4.33
Group Dynamics / Teamwork	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Employee Coaching / Counseling	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)	2.67
Conducting Fire Prevention / Public Ed. Programs	0% (0)	0% (0)	33% (1)	0% (0)	67% (2)	0% (0)	4.33
Human Resources - Fair Labor Standards Act	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Human Resources – Family Medical Leave Act	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)	2.67
Human Resources – American w/ Disabilities Act	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	1.67
Cultural Diversity	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	3.33
Motivating Employees	33% (1)	0% (0)	67% (2)	0% (0)	0% (0)	0% (0)	2.33
Developing Training Programs	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	0% (0)	2.33
Delivering Training Programs	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)	2.67
Computer Literacy	33% (1)	0% (0)	0% (0)	33% (1)	33% (1)	0% (0)	3.33
Composition Skills	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	3.33
Total Respondents							3
(skipped this question)							0

Appendix K

Results from Internal Feedback Instruments – Captains

1. Which of the following educational levels do you believe should be required to be eligible for first-level company officer promotion?		Response Percent	Response Total
Master's Degree		0%	0
Bachelor's Degree		0%	0
Associate's Degree		100%	3
None		0%	0
Other (Please Specify)		0%	0
	Total Respondents		3
	(skipped this question)		0

2. Which of the following certification levels do you believe should be required to be eligible for first-level company officer promotion?		Response Percent	Response Total
State Firefighter 2		66.7%	2
State Fire Officer 1		100%	3
State Fire Inspector 1		33.3%	1
State Fire Instructor 1		100%	3
None		0%	0
Other (Please Specify)		0%	0
	Total Respondents		3
	(skipped this question)		0

3. Do you feel that the members of the SMFD are being provided with sufficient information to prepare themselves for the duties of the Lieutenant's position?		Response Percent	Response Total
Yes (Skip to Question #6)		0%	0
No		100%	3
	Total Respondents		3
	(skipped this question)		0

4. If you answered no, do you feel that a Competency Assessment Tool would be useful for aspiring first-level officers to determine their own personal level of competency prior to participating in a promotional process?		Response Percent	Response Total
Yes (Go to Question #5)		100%	3
No (Skip to Question #6)		0%	0
	Total Respondents		3
	(skipped this question)		0

5. If yes, do you believe the criteria for the self-evaluation should be based on any of the following standards or guidelines?		Response Percent	Response Total
NFPA 1021, Standard for Company Officer Professional Qualifications		100%	3
State Fire Officer 1 Curriculum		100%	3
Specific Fire Department Guidelines		100%	3
Other (Please Specify)		0%	0
	Total Respondents		3
	(skipped this question)		0

6. This next section lists various competencies that may or may not be important to the development of a confident, competent first-level company officer. Please look at this list and rate each competency accordingly. I have provided a scale from "Not Important" to "Very Important" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to a first-level company officer.	Not Important	2	3	4	Very Important	N/A	Response Total
Incident Preplanning	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	4.00
Emergency Communications	0% (0)	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	4.67
Conducting Incident Size-up Activities	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Establishing an Incident Management System	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Emergency Scene Strategies & Tactics	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Incident Scene Rehab & Personnel Wellness	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Handling Citizens Complaints	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Conducting a Post-Incident Critique & Analysis	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Fire Inspection / Code Enforcement	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Building Construction	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Budgeting / Finance	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Department Policies	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
Suggested Operating Guidelines	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
City Ordinances / Codes	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
State Laws / Admin. Code (Fire Related)	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
Pertinent NFPA Standards	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
Understanding the structure of City Government	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Conflict Resolution	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	4.00
Hydraulics / Apparatus Operations	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Group Dynamics / Teamwork	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	4.00
Employee Coaching / Counseling	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	4.00
Conducting Fire Prevention / Public Ed. Programs	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67

Question #6 continued	Not Important	2	3	4	Very Important	N/A	Response Total
Human Resources - Fair Labor Standards Act	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	4.00
Human Resources – Family Medical Leave Act	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	4.00
Human Resources – American w/ Disabilities Act	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	4.00
Cultural Diversity	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Motivating Employees	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
Developing Training Programs	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Delivering Training Programs	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
Computer Literacy	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Composition Skills	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
						Total Respondents	3
						(skipped this question)	0

7. Do you believe you were adequately prepared when you first received your promotion to Lieutenant?		Response Percent	Response Total
Yes		66.7%	2
No		33.3%	1
I don't know		0%	0
	Total Respondents		3
	(skipped this question)		0

8. This last section deals with personal competency. I have listed the same criteria as before and ask that you perform a personal evaluation and respond with how well you believe you were prepared in each subject when you first received your promotion to Lieutenant. I have provided a scale from "Not Prepared" to "Well Prepared" with levels in between. I have also provided an N/A choice for those subjects that you may believe are Not Applicable to when you were first promoted to Lieutenant.

	Not Important	2	3	4	Very Important	N/A	Response Total
Incident Preplanning	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Emergency Communications	0% (0)	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	3.67
Conducting Incident Size-up Activities	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Establishing an Incident Management System	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Emergency Scene Strategies & Tactics	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Incident Scene Rehab & Personnel Wellness	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	0% (0)	2.67
Handling Citizens Complaints	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Conducting a Post-Incident Critique & Analysis	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Fire Inspection / Code Enforcement	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	0% (0)	2.67
Building Construction	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
Budgeting / Finance	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	0% (0)	2.33
Department Policies	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00

Question #8 Continued	Not Important	2	3	4	Very Important	N/A	Response Total
Suggested Operating Guidelines	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	5.00
City Ordinances / Codes	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	3.67
State Laws / Admin. Code (Fire Related)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Pertinent NFPA Standards	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Understanding the structure of City Government	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Conflict Resolution	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Hydraulics / Apparatus Operations	0% (0)	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	4.67
Group Dynamics / Teamwork	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	3.33
Employee Coaching / Counseling	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	0% (0)	3.00
Conducting Fire Prevention / Public Ed. Programs	0% (0)	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)	3.67
Human Resources - Fair Labor Standards Act	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Human Resources – Family Medical Leave Act	0% (0)	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	3.50
Human Resources – American w/ Disabilities Act	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	0% (0)	2.33
Cultural Diversity	0% (0)	67% (2)	33% (1)	0% (0)	0% (0)	0% (0)	2.33
Motivating Employees	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	0% (0)	3.00
Developing Training Programs	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
Delivering Training Programs	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	4.33
Computer Literacy	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Composition Skills	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)	4.00
Total Respondents							3
(skipped this question)							0

Appendix L

South Milwaukee Fire Department

Competency Assessment Tool (CAT)

This Competency Assessment Tool (CAT) outlines the major areas of competence an effective fire officer must have. It's primary use is as a self-assessment tool that can be used to assess an individuals personal level of competence and performance as a fire officer. The results can also be used to develop a plan for career improvement and advancement. Personnel are to evaluate their understanding of each of the following subject areas (competencies) and rate themselves on a scale of 1, No Understanding, to 5, Good Understanding, according to the following criteria:

(1)   Candidate has no experience with or prior exposure to the listed competency (No Understanding).
(2)   Candidate has minimal previous experience with or exposure to the competency and needs significant improvement in practicing it.
(3)   Candidate has previous experience with and exposure to the competency and is capable of performing it but does not do so regularly and would require assistance and/or direct supervision.
(4)   Candidate has previous experience with and exposure to the competency and is capable of performing it regularly, but would require assistance and/or direct supervision.
(5)   Candidate has significant previous experience with and exposure to the competency and is very capable of performing it on a regular basis without assistance or direct supervision (Good Understanding).

Name: _____	No Understanding	< - - - - - >			Good Understanding
The candidate must understand:	1	2	3	4	5
The organizational structure of the department; geographical configuration and characteristics of the primary and mutual aid response areas.	☐	☐	☐	☐	☐
Departmental operating procedures for administration, emergency operations, incident management systems, and safety.	☐	☐	☐	☐	☐
How to establish personnel assignments to maximize efficiency, given knowledge, training, and experience of the members available in accordance with department policies and procedures and established staffing procedures and requirements.	☐	☐	☐	☐	☐
Departmental budget process, including the City Purchase Policy (purchase orders / check requisitions)	☐	☐	☐	☐	☐
The preparation of a budget request, so that the request is in the proper format and is supported with data.	☐	☐	☐	☐	☐
Information management procedures including payroll records, injury recording and Firehouse Software use.	☐	☐	☐	☐	☐

	1	2	3	4	5
Team building & methods used by supervisors to obtain cooperation within a group of subordinates.	☐	☐	☐	☐	☐
The rights of management and members (Weingarten & Loudermill Rights, Just Cause & the Seven Standards of Discipline)	☐	☐	☐	☐	☐
The Fair Labor Standards Act (FLSA), the importance of the 27day, 216 hour work cycle and working conditions that impact an employees FLSA work hours.	☐	☐	☐	☐	☐
The State of WI and Federal Family Medical Leave Acts (FMLA), as well as the City's FMLA Policy and the differences between them.	☐	☐	☐	☐	☐
The American With Disabilities Act (ADA) and the Supervisors role in assuring compliance and "Reasonable Accomodation".	☐	☐	☐	☐	☐
Generally accepted ethical practices, including the City's Ethics Policy.	☐	☐	☐	☐	☐
How to manage diversity – race, ethnicity, gender, sexual orientation, socio-economic status, culture, age, physical ability and religious, political and other beliefs.	☐	☐	☐	☐	☐
The bargaining agreement between Local 1633 & the City and the process used in the negotiation process including the mediation and arbitration steps.	☐	☐	☐	☐	☐
Department Policies – Sick Leave, Vacation, Compensatory Time, Uniforms, Trades, Harassment, Etc.	☐	☐	☐	☐	☐
The ability to effectively communicate (write reports, letters, and memos) utilizing word processing and e-mail programs.	☐	☐	☐	☐	☐
The ability to effectively operate at all levels in the incident management system and maintain personnel accountability through use of the PASSPORT System.	☐	☐	☐	☐	☐
The ability to assign tasks or responsibilities to company members, given an assignment at an emergency operation, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.	☐	☐	☐	☐	☐
The Mutual Aid Box Alarm System (MABAS), including department-specific run cards and the resources assigned to each response level.	☐	☐	☐	☐	☐
The ability to assign tasks or responsibilities to company members, given an assignment under non-emergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.	☐	☐	☐	☐	☐
How to conduct a training evolution, given department training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.	☐	☐	☐	☐	☐

こ

	1	2	3	4	5
The signs and symptoms of member-related problems, causes of stress in emergency services personnel, and adverse effects of stress on the performance of emergency service personnel and the correct course of action for a member in need of assistance.	☐	☐	☐	☐	☐
How to coordinate the completion of assigned tasks and projects around the fire station, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and supervised during the assignments.	☐	☐	☐	☐	☐
How to initiate action on a community need, given policies and procedures, so that the need is addressed based on community demographics and available service organizations.	☐	☐	☐	☐	☐
How to initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.	☐	☐	☐	☐	☐
How to respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures including the State of Wisconsin Open Records Law, the City's Record's Retention Policy and the Health Insurance Portability and Accountability Act (HIPAA).	☐	☐	☐	☐	☐
Prepare community awareness programs to enhance the quality of life by developing nontraditional services that provide for increased safety, injury prevention, and convenient public services.	☐	☐	☐	☐	☐
How to deliver a public education program so that the intended message is conveyed clearly and in line with the contents of the fire department's public education program as it relates to the target audience.	☐	☐	☐	☐	☐
How to recommend changes to existing departmental policies and/or implement a new departmental policy at the compartment level, given a new departmental policy, so that the policy is communicated to and understood by all department members.	☐	☐	☐	☐	☐
How to execute routine company-level administrative functions, given forms and record management systems, so that the reports and logs, including daily roll call logs and FLSA forms, are complete and files are maintained in accordance with policies and procedures.	☐	☐	☐	☐	☐
How to determine the point of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data and/or sketches, to determine if arson is suspected.	☐	☐	☐	☐	☐
The common causes of fire, fire growth and development, and policies and procedures for requesting investigators from local resources and the State Arson Bureau.	☐	☐	☐	☐	☐

	1	2	3	4	5
How to secure an incident scene so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.	☐	☐	☐	☐	☐
How to evaluate available information, given a fire incident, observations, and interviews of first-arriving members and other individuals involved in the incident, so that a preliminary cause of the fire is determined, reports are completed, and, if required, the scene is secured and all pertinent information is turned over to an investigator.	☐	☐	☐	☐	☐
How to develop a pre-incident plan, given an assigned facility and preplanning policies, procedures, and forms, so that all required elements are identified and the approved forms are completed and processed in accordance with policies and procedures.	☐	☐	☐	☐	☐
Elements of a size-up, standard operating procedures for emergency operations, and fire behavior and develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.	☐	☐	☐	☐	☐
How to utilize the IDEAL Size-Up Model to provide initial arrival communications at an emergency incident scene.	☐	☐	☐	☐	☐
How to implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.	☐	☐	☐	☐	☐
How to develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis procedures so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.	☐	☐	☐	☐	☐
The application of safety regulations at the company level, given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.	☐	☐	☐	☐	☐
How to conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with department / city and insurance company policies and procedures.	☐	☐	☐	☐	☐
How to prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other topics.	☐	☐	☐	☐	☐
The City Fire Prevention Code and City ordinances / State laws applicable to the fire department.	☐	☐	☐	☐	☐
The procedures for conducting fire inspections, given a list of inspectable occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated.	☐	☐	☐	☐	☐